

**State Template for the  
Consolidated State Plan  
Under the Every Student Succeeds Act**



**U.S. Department of Education**  
OMB Number: 1810-0576  
Expiration Date: November 30, 2019

## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)<sup>1</sup>, permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.<sup>2</sup>

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its overall vision and how the different sections of the consolidated State plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

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<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

<sup>2</sup> In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

## Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

### Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

### Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

## Cover Page

Contact Information and Signatures	
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Mailing Address:  State House Station 23, Augusta, Maine 04333-0023	Email Address:  Rachelle.Tome@maine.gov
<b>Authorized SEA Representative (Printed Name)</b>  Robert G. Hasson, Acting Commissioner	Telephone:  207-624-6620
<b>Signature of Authorized SEA Representative</b>	Date:
<b>Signature of Governor (If Applicable)</b>	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

## Educator Equity Extension

☐ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

## Long-term Goals

***Instructions:** Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### **Context for Maine's ESSA Plan Tied to *Education Evolving, Maine's Plan for Putting Learners First* (Strategic Plan, January 2012)**

Exciting things are happening today in schools across Maine. Teachers are using new instructional models that build educational experiences around the needs of the learner. Schools are moving away from grouping students by physical age and are instead developing proficiency-based systems that ensure all students have met learning outcomes at individualized paces. Schools are more fully integrating technology into the classroom, are engaging the broader community in teaching and learning, are using data on student performance to improve student outcomes, and are providing their students with more educational options and approaches. This ESSA state plan is based on prioritized needs identified in Maine's existing strategic plan that was stakeholder informed and driven. The commissioner spent three months on a listening tour throughout the state before articulating the strategic plan. The core priorities have driven state statutory enhancements over the past four years. The state initiated a shift from a Carnegie credits-based diploma to proficiency-based, recognizing multiple pathways to graduation. Nine school administrative units (SAUs) anticipate issuing proficiency-based diplomas beginning with the class of 2018, with the remaining SAUs phasing in over the next eight years. Educator effectiveness systems are in place in all of Maine's SAUs.

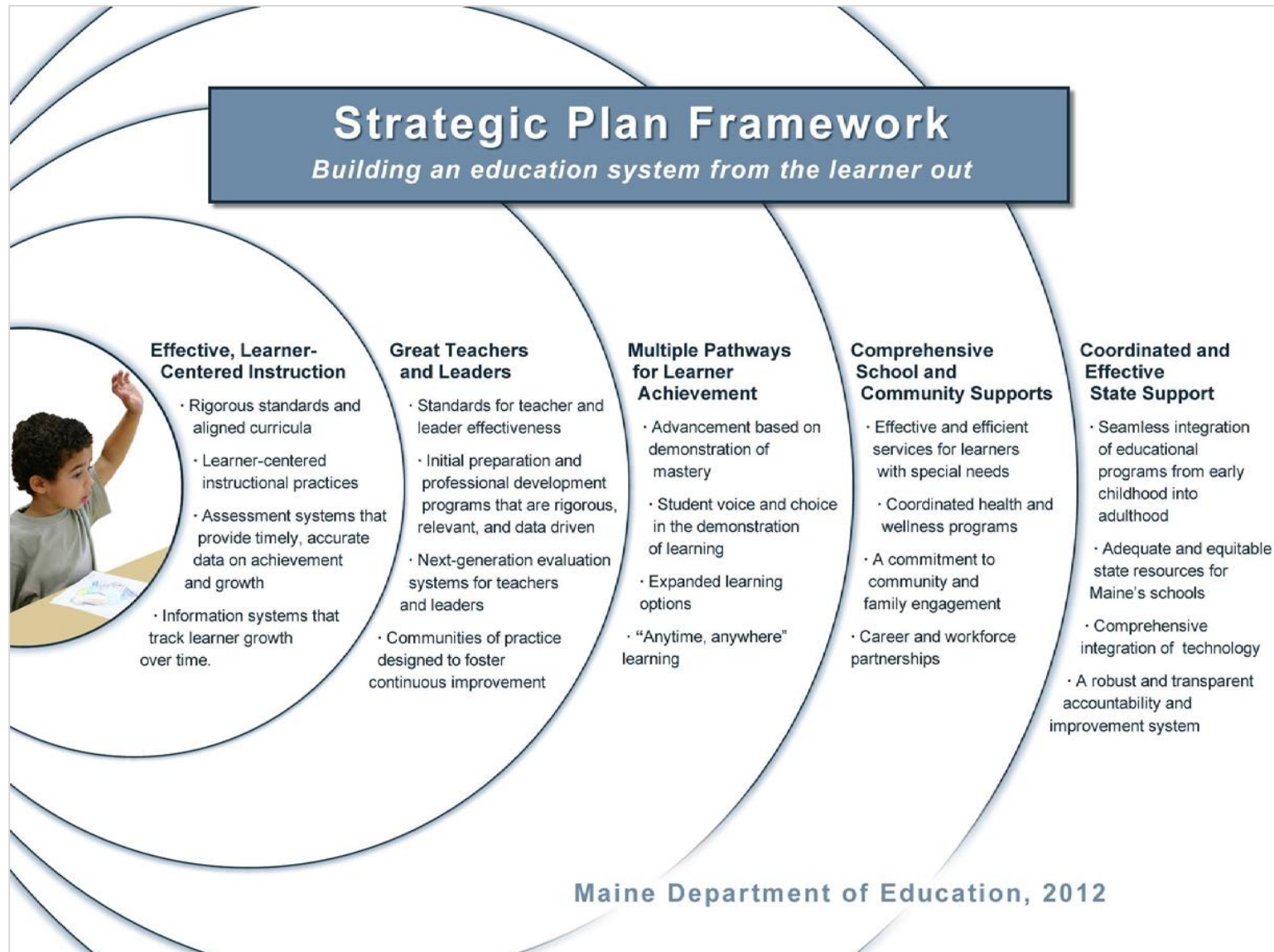
To build on the great work being done in Maine's schools today, and to move from a century-old model of schooling to a more effective, learner-centered approach in the process, will require a steady focus on a handful of core priorities organized around meeting the individual learning needs of all students.

The plan that follows is arranged into five core priority areas that are organized from the learner out, as Exhibit 1 illustrates.

- Closest to the learners are the **instructional practices** used in the classroom. This core priority area concerns the standards and curricula, classroom practices and instructional techniques, assessment of student learning, and the use of data to inform decision making.
- Effective instructional practices cannot be applied without **effective teachers and school leaders**, the second core priority area. Ensuring that every student is surrounded by great educators means focusing on the need to provide top-quality preparation and ongoing support to the state's teachers and leaders.
- Building a system of schooling that meets the needs of all students will require building an educational system with unprecedented flexibility and multiple avenues for student success. Creating **multiple pathways for student achievement** must be a central focus of our efforts.

- For learners to be successful, a **comprehensive network of school and community supports** is critical. We must ensure that learners have access to the services they need to be successful and that families and the broader community outside the school walls are engaged as partners in teaching and learning.
- Every effort must also be made to **carefully align the entire educational system** so that learners can move seamlessly from one educational opportunity to the next. Technology must be integrated seamlessly and systemwide, and we must put a new accountability structure into place.

**Exhibit 1. Strategic Plan Framework**





In the plan that follows, each of these core priority areas is further divided into subcategories, with specific goals, objectives, and action steps developed for each. The result is a broad set of specific, measureable steps that will move Maine to a new model of schooling. Such a move will not take place through the imposition of heavy-handed mandates or one-size-fits-all approaches from state government but by building on the innovative work being done in schools across Maine already and by employing strategies to increase collaboration and sharing of best practices that are substantiated in a continuous improvement process. Maine's SAUs are scaling up and sustaining effective practices that have proven to have an impact.

Indeed, we are fortunate in Maine to have a number of schools and districts that have taken promising steps toward making the five core priority areas central to all that they do. We are beginning to see the profound, positive impact this laser-like focus on core priorities can have on individual students. Students in these early-adopting schools and districts are taking an active role in directing their own education.

Their education is taking place in classrooms intentionally designed to foster student engagement and empowerment. Their learning is facilitated by teachers trained in practices that make expectations transparent. The learning opportunities they are provided meet them where they are and support, encourage, and challenge them.

Making learning experiences like this available to every student in Maine should be our goal. In an era of fiscal challenges, the only way to make that goal a reality is to focus, at both the state and local levels, on those core practices that have the greatest impact on student success.

### **Maine's Blueprint for Future Generations Drafted Following a Survey of Stakeholders During the Summer and Early Fall of 2016**

Overarching goal: By 2030, 90% of Maine's students will graduate college and career ready.

#### **Where to begin?**

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) and replaced the No Child Left Behind Act of 2001 (NCLB). The reauthorization of ESEA provides Maine an opportunity to develop and implement an accountability and support system for Maine schools and to ensure that all Maine students have access to an equitable education and that Maine students graduate college and career ready.

#### **The current system**

Maine's current system meets the needs of NCLB and ensures that Maine is in compliance with all necessary federal regulations governing the implementation of federal funds. The current accountability system ensures that Title I schools receive additional supports for disadvantaged students.

#### **A new vision**

In order to enhance the supports provided to schools, a cohesive model of school and district supports is required. Rather than the available funding streams determining how schools and districts implement and

drive programming, the needs of the schools and the students must be at the forefront of the work driving school improvement and ultimately student achievement for all students in Maine.

All districts and schools, according to Maine Department of Education Regulation, Chapter 125, Section 4 (in effect since 1983), are required to undergo a comprehensive needs assessment directly related to the core priorities of the strategic plan and to then develop a Comprehensive Education Plan that outlines primary needs forming the cornerstone of the school improvement work. All schools have improvements that can be made to enhance and improve instructional support to students, and all Maine schools must strive to improve. The zip code of a school should not be a determining factor regarding the implementation of school improvement supports.

### **A comprehensive, cohesive system of support**

As a result of the Comprehensive Education Plan and housed within Dirigo Star (a dynamic, electronic platform), Maine's school improvement management tool, each school will have clearly identified goals for the upcoming school year. The Maine DOE is leveraging the Dirigo Star platform for all SAUs, which has been used by seventy-nine (79) SAUs effectively and efficiently over the past five (5) years. Each school will develop a plan as to how it will address the identified needs and move toward achievement of the outlined goals. The SAU consolidated application will be reviewed and approved by the Maine DOE. The SAU plan will include a continuous improvement plan grounded in the core priorities of the strategic plan, including data analysis on the SEA and SAU levels. Once the needs of the school have been determined, the school leadership team will work to evaluate how available funding streams can be best used to supplement state and local funding to support SAU plans to address identified needs and prioritized principles. This results in all state, local, and federal funds working together to support the educational goals of students, educators, and schools.

#### **A. Academic Achievement.**

- i. **Description.** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals*

The Maine DOE established its overarching framework for accountability as the result of a survey (See Appendix E for survey results) undertaken during the spring and summer of 2016, which explored the following:

- prioritizing simplicity (focusing on a few key measures) or prioritizing robustness;
- prioritizing inputs ( e.g., educator licensure, educator experience) or prioritizing outcomes(e.g., student academic performance, grad rates);
- prioritizing student achievement when identifying schools and districts for support or prioritizing student growth or improvement when identifying schools and districts for support;
- identifying schools and districts that perform the lowest as compared to others or identifying schools and districts performing below a certain standard;
- identifying school districts based solely on its lowest performing school or identifying a school district based on the overall performance of its students;
- determining student performance by incorporating both achievement and growth;
- identifying schools focus on the lowest overall student performance or other measures;

- identifying schools and districts with the largest achievement gaps between student subgroups or through other means;
- identifying and recognizing schools and districts with the best student outcomes versus just those with the lowest performance; and finally
- determining if the system should take into account student's college and career readiness outcomes as an accountability measure for districts and schools.

The Advisory Workgroup established by the Maine DOE will be reviewing EmPowerME trend data to determine long term goals and interim measures of progress. At this time these discussions are still occurring. Maine DOE is working with a statistician to back map realistic interim measures based on our data analysis. Upon full review of the trends by the ESSA Advisory Workgroup, recommendations will be submitted to the Maine DOE and will be incorporated in the Maine State Plan.

ii. *Provide the baseline and long-term goals in the table below.*

**Exhibit 2. Sample Grade-Level Table**

<b>Subgroups</b>	<b>Reading/ Language Arts: Baseline Data and Year</b>	<b>Reading/ Language Arts: Long- term Goal</b>	<b>Mathematics: Baseline Data and Year</b>	<b>Mathematics: Long-term Goal</b>
<b>All students</b>	<b>50.59% 2016</b>	<b>TBD</b>	<b>38.31% 2016</b>	<b>TBD</b>
<b>Economically disadvantaged students</b>	<b>36.6% 2016</b>	<b>TBD</b>	<b>24.26% 2016</b>	<b>TBD</b>
<b>Children with disabilities</b>	<b>15.51% 2016</b>	<b>TBD</b>	<b>11.9% 2016</b>	<b>TBD</b>
<b>English learners</b>	<b>15.86% 2016</b>	<b>TBD</b>	<b>12.67% 2016</b>	<b>TBD</b>

**B. Graduation Rate.**

- i. **Description.** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.*

Since December 2011, Maine has engaged in a statewide discussion leading to establishment of a system for meaningfully measuring student and school growth. Through these discussions, core principles of Maine's plan for a differentiated recognition, accountability, and support system were established and will continue to be employed as we move into ESSA. These principles include a commitment to:

1. Establish rigorous learning standards and expectations in reading and mathematics;
2. Identify and provide targeted and specialized support for Maine's lowest performing schools;

3. Identify and provide targeted and specialized support for Maine schools with the greatest achievement gaps;
4. Provide schools and districts with annual accountability reports with ambitious long-term and interim goals that require every school and district to improve academic success for every student subgroup;
5. Ensure that every Maine school benefits from the instructional practices, organizational design, leadership approaches, and successful parent and community partnerships in place; and
6. Develop a system of statewide and regional supports, including vibrant networks that nurture and grow the capacity for educational excellence envisioned for the state of Maine. These networks and supports will be made available to all schools, regardless of their Title I status and their performance.

With these principles established, Maine DOE and our education stakeholders worked to establish a goal for the state to achieve a graduation rate of 90% for each publicly supported secondary school, in addition to calculating the four-year adjusted cohort graduation rate following the procedures outlined in 34 Code of Federal Regulations, Section 200.19, as well as the extend rate including five- and six-year cohorts.

The ESSA Advisory Workgroup established by the Maine DOE will be reviewing eMPowerME trend data to determine long-term goals and interim measures of progress. At this time, these discussions are still occurring. Upon full review of the trends by the ESSA Advisory Workgroup, recommendations will be submitted to the Maine DOE and will be incorporated in the Maine State Plan.

- ii. *Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.*

**Exhibit 3. Goals for the Four-year Adjusted Cohort Graduation Rate**

<b>Subgroup</b>	<b>Baseline (Data and Year)</b>	<b>Long-term Goal (Data and Year)</b>
<b>All students</b>	<b>86.83% 2016</b>	<b>TBD</b>
<b>Economically disadvantaged students</b>	<b>77.77% 2016</b>	<b>TBD</b>
<b>Children with disabilities</b>	<b>72.19% 2016</b>	<b>TBD</b>
<b>English learners</b>	<b>78.14% 2016</b>	<b>TBD</b>
<b>Race – Hispanic/Latino</b>	<b>83.46% 2016</b>	<b>TBD</b>
<b>Race – American Indian</b>	<b>84.91% 2016</b>	<b>TBD</b>
<b>Race – Asian</b>	<b>90.68 % 2016</b>	<b>TBD</b>
<b>Race – Black or African American</b>	<b>76.77% 2016</b>	<b>TBD</b>
<b>Race – Native Hawaiian or Other Pacific Islander</b>	<b>88.24% 2016</b>	<b>TBD</b>
<b>Race – White</b>	<b>87.29% 2016</b>	<b>TBD</b>

The Advisory Workgroup established by the Maine DOE will be reviewing eMPowerME trend data to determine long term goals and interim measures of progress. At this time these discussions are still occurring. Maine DOE is working with a statistician to back map realistic interim measures based on our data analysis. Upon full review of the trends by the ESSA Advisory recommendations will be submitted to the Maine DOE and will be incorporated in the Maine State Plan.

- iii. *If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.*

[Click here to enter text.](#)

#### **Exhibit 4. Goals for Extended-year Cohort Graduation Rates**

<b>Subgroup</b>	<b>Baseline (Data and Year)</b>	<b>Long-term Goal (Data and Year)</b>
<b>All students</b>		<b>TBD</b>
<b>Economically disadvantaged students</b>		<b>TBD</b>
<b>Children with disabilities</b>		<b>TBD</b>
<b>English learners</b>		<b>TBD</b>
<i>&lt;Add a row, as necessary, for each additional subgroup consistent with 34 C.F.R. § 200.16(a)(2)&gt;</i>		<b>TBD</b>

The ESSA Advisory Workgroup established by the Maine DOE will be reviewing eMPowerME trend data to determine long-term goals and interim measures of progress. At this time, these discussions are still occurring. Upon full review of the trends by the ESSA Advisory Workgroup, recommendations will be submitted to the Maine DOE and will be incorporated in the Maine State Plan.

#### **C. English Language Proficiency.**

- i. **Description.** *Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:*
- How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).*
  - The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.*

3. *How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.*

The ESSA Advisory Workgroup established by the Maine DOE will be reviewing ACCESS 2.0 trend data to determine long-term goals and interim measures of progress. At this time, these discussions are still occurring. Upon full review of the trends by the ESSA Advisory Workgroup, recommendations will be submitted to the Maine DOE and will be incorporated in the Maine State Plan.

- ii. *Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.*

The ESSA Advisory Workgroup established by the Maine DOE will be reviewing ACCESS 2.0 trend data to determine long-term goals and interim measures of progress. At this time, these discussions are still occurring. Upon full review of the trends by the ESSA Advisory Workgroup, recommendations will be submitted to the Maine DOE and will be incorporated in the Maine State Plan.

#### **Exhibit 5. State-designed Goals for English Learners**

<b>Subgroup</b>	<b>Baseline (Data and Year)</b>	<b>Long-term Goal (Data and Year)</b>
<b>English learners</b>	<b>ACCESS 2.0 2016</b>	<b>TBD</b>

## Section 2: Consultation and Performance Management

### 2.1 Consultation.

*Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

*Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:*

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

**A. Public Notice.** *Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.*

In late October 2016, Maine DOE established an ESSA Advisory Workgroup. This workgroup was composed of twenty-two (22) individuals (Appendix F), representing all 16 counties of the state, including rural and urban areas. The workgroup represents a broad range of stakeholders, including teachers, principals, curriculum coordinators, English language teachers, parents, school board members, superintendents, and State Board of Education member types. The workgroup held four convenings: November 2, 2016; November 30, 2016; January 11, 2017; and January 31, 2017. After the first initial meeting, the workgroup was expanded by 18 additional stakeholders who volunteered to work on one of three specific subworkgroups: (1) school review; (2) school supports; and (3) consolidated application. The workgroup membership and notes with the embedded agendas are in Appendix F. All meetings were open to the public. Each

subworkgroup examined the components of the consolidated application pertinent to its content area and discussed potential recommendations. As a result, each subworkgroup developed (1) possible accountability indicators; (2) tiers of support for schools based on determinations of need and the types of technical assistance to be provided; and (3) interventions for consideration at each tier on the basis of individual SAU needs. In addition, the workgroup reviewed and discussed the educator equity strategies most pertinent going forward and developed the state guidance for the definition of “ineffective teacher.” All documents with specific recommendations were shared with the ESSA Advisory Workgroup and subworkgroups and were made available to the public via the Maine DOE ESSA [webpage](#) following each meeting. The ESSA Advisory Workgroup reviewed the draft ESSA Plan on February 14, 2017. All ESSA Advisory Workgroup and subworkgroup members are committed to continue active advisory roles in plan development and implementation ranging from U.S. Department of Education Peer Review and approval into implementation and continual improvement at the state and local levels. The Maine DOE will convene the ESSA Advisory Workgroup and subworkgroups on a quarterly basis to ensure continued communication, reflection, feedback, and improvement cycles. The ESSA [webpage](#) also will be updated on a regular basis.

**B. Outreach and Input.** *For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:*

- i. *Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA’s plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.*

Immediately following the passage of the federal law, the Maine DOE developed an internal ESSA Team, composed of the chief academic officer, federal state legislative liaison, Title I coordinator, English language learner consultant, data team leader, director of special services, higher education consultant, educator effectiveness coordinator, and director of certification. The team began early conceptual discussions about how Maine would approach the new ESSA framework. In an effort to gather an unfettered conceptual framework from the stakeholders in the field, this internal team developed a short survey (Appendix E) with a Likert scale to explore stakeholder input concerning emphasis and prioritization on inputs versus outcomes, student growth versus student achievement, identification of schools for improvement and recognition, identification of schools on the basis of achievement and achievement gap, and college and career readiness as an additional indicator. The Maine DOE circulated the survey via a Commissioner’s [Update](#), verbal communication at every face-to-face meeting of stakeholders with internal team members, and [posting](#) on the Maine DOE webpage. The survey was live for nearly four months, from early June to late September 2016. In total, 496 individuals responded to the survey. Their responses gave the Maine DOE a clear, proactive framework for Maine’s system, which led to the drafting of Maine’s Blueprint for Future Generations. The key themes that emerged from the survey were recommendations to (1) focus on improvements and achievements of all students; (2) provide differentiated support for all schools; and (3) emphasize college- and career-readiness outcomes. In addition,



department staff were visible and engaged to attend pre-existing stakeholder convenings to share the new requirements and opportunities within ESSA. For example, department staff presented at Committees of Practitioners, Maine Principals Association, Maine School Management Association, ESEA Coordinators and Title I Coordinators, Maine Title I Educators Network, Maine Association of Special Education Directors, the Superintendents' Conference, the English Language Coordinators from across the state, and the Joint Committee on Education and Cultural Affairs of the Legislature. Early and ongoing feedback from these stakeholders reinforced the developing conceptual framework of Maine's plan. The Maine DOE State Plan will be posted March 1, 2017, for 30 days, and after that time the plan will be revised according to stakeholder comments and feedback.

- ii. *Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.*

Three subworkgroups made up of ESSA Advisory Workgroup members and other interested stakeholders convened on November 30th and January 11th and 31st for full-day meetings to develop recommendations to the department for sections of the Maine Consolidated State Plan.

On February 14, 2017, the acting commissioner of education, the governor's senior policy advisor, and four department leadership staff met with the governor to discuss the framework of Maine's developing state plan.

The internal ESSA Team met weekly to process the comments after the state plan was posted for 30 days.

The ESSA Team remained cognizant of all feedback received through surveys and presentations as mentioned and outlined in section B(i) above when developing Maine's ESSA plan. The survey results lead to the differentiated technical assistance model in 2.2D below. The Maine DOE worked with a statistician to review the viability of the accountability indicator models the subgroup suggested.

- C. **Governor's consultation.** *Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.*

The Maine DOE staff initiated early and ongoing discussions with the governor's office senior policy adviser for education regarding the stakeholder survey results, the emerging plan framework, and the timeline for plan development. Staff regularly apprized the governor of updates on plan development and secured input and feedback as the plan evolved. The adviser supported leveraging and strengthening Maine DOE's existing strategic plan with continued focus on supporting all Maine's students and using the opportunities within ESSA to continue and reinforce existing efforts on proficiency. The senior policy adviser attended all ESSA Advisory Workgroup and subworkgroup meetings and was fully engaged in discussions and decision making.

Maine DOE leadership met with the governor on February 14, 2017, when the governor articulated the importance and emphasis on increasing student proficiency in English language arts (ELA) and mathematics. The governor recommended interim measures for proficiency to be met at Grades 3, 8, and 11. Furthermore, the governor approved and reinforced the recommended indicators in Maine DOE's draft consolidated plan. The governor recognized and appreciated the explicit connections made to the Maine DOE strategic plan and the tiered support framework.

Date SEA provided the plan to the Governor: [Click here to enter a date.](#)

Check one:

- ☐ The Governor signed this consolidated State plan.  
☐ The Governor did not sign this consolidated State plan.

## 2.2 System of Performance Management.

***Instructions:** In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The Maine DOE intends to implement an LEA consolidated application in a phased process, which will begin during the SEA consolidated application review by the U.S. Department of Education during the spring and early summer of 2017. Our comprehensive system under ESSA contains all the components of Maine's integrated strategic plan on the state level and each SAU's comprehensive educational plan that they review on a yearly basis as required by Maine regulations for more than 20 years.

### Exhibit 6. SAU Plan Development

<i>Phase</i>	<i>Timeline</i>	<i>Action</i>	<i>DOE Support</i>
<b>Phase I: Comprehensive Needs Assessment</b>	Spring-Summer 2017	Each SAU will conduct a comprehensive needs assessment to identify and prioritize needs.	Training  The Maine DOE will provide a template.
<b>Phase II: Root Cause Analysis</b>	Fall 2017	Root cause analysis which would lead to aligned strategy development	Training
<b>Phase III: Assets and Challenges Analysis</b>	Late Fall 2017	Completion of a cross Title/Federal programs, integrated budget of the projects to be undertaken. The integrated budget will reflect federal, state, local and any regional resources dedicated to the projected work	Training
<b>Phase IV</b>	Summer	Once the applications are approved in	Differentiated

<i>Phase</i>	<i>Timeline</i>	<i>Action</i>	<i>DOE Support</i>
<b>Differentiated Supports</b>	2018	Dirigo Star, The SEA and SAU will determine how the SAU needs will be aligned with the system of supports	supports

The comprehensive needs assessment will reveal the specific needs of the SAU and will allow for a prioritization of the core principles. The Assets and Challenges Analysis will lead to the determination of evidenced-based practices needed and targeted supports. Phases I, II, and III will be examined for alignment with the State Plan. Based on the needs of the SAUs the Maine DOE will determine what types of state level activities should be provided in which regions of the state.

The Maine DOE intends to use the Dirigo Star electronic platform currently used by 79 of our SAUs as a part of the current school improvement protocol. The ESSA subworkgroup on the consolidated application supported the continued use of the electronic platform as an efficient vehicle for all SAUs. The desire is to use a simple yet multifaceted platform that is dynamic and does not require repeated entry of the SAU information.

- B. *Monitoring.*** *Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

The Maine DOE will review data within the NEO state-level data system on a regular basis to determine improvements from the accountability indicators and school determinations that will inform the levels of need and impact of the corresponding supports (see D below). Transparency of data will provide impetus for change on both the SEA and SAU levels. The Dirigo Star electronic, dynamic platform will allow the consolidated application, report card data, and improvement plans for the SAUs to be in one location to assess the quality of the SEA implementation of strategies and progress on outcomes.

A regional support network of twelve coaches and mentors who are the current infrastructure for school improvement will continue to be part of the dynamic continuous improvement process. The mentors and coaches will provide tiered, differentiated supports on the basis of the individual needs of the schools. The superintendents in their nine cluster regions routinely examine steps to be taken to increase efficiencies, share effective practices, and collaborate in regionalized programs of professional development and service delivery models to increase student outcomes.

- C. *Continuous Improvement.*** *Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

See the description under B above. The ESSA Team currently meets monthly to discuss implementation of individual Federal programs and collective implementation and monitoring of all Federal programs. The school improvement team meets bi-monthly to calibrate their work, discuss challenges and successes in addition to how to move the work forward.

In addition to this system of monitoring, the school improvement team and ESSA Team will continue to meet on a monthly or bimonthly basis (team specific) in order to review current initiatives, successes, and challenges in addition to evaluating current supports and making any necessary revisions moving forward.

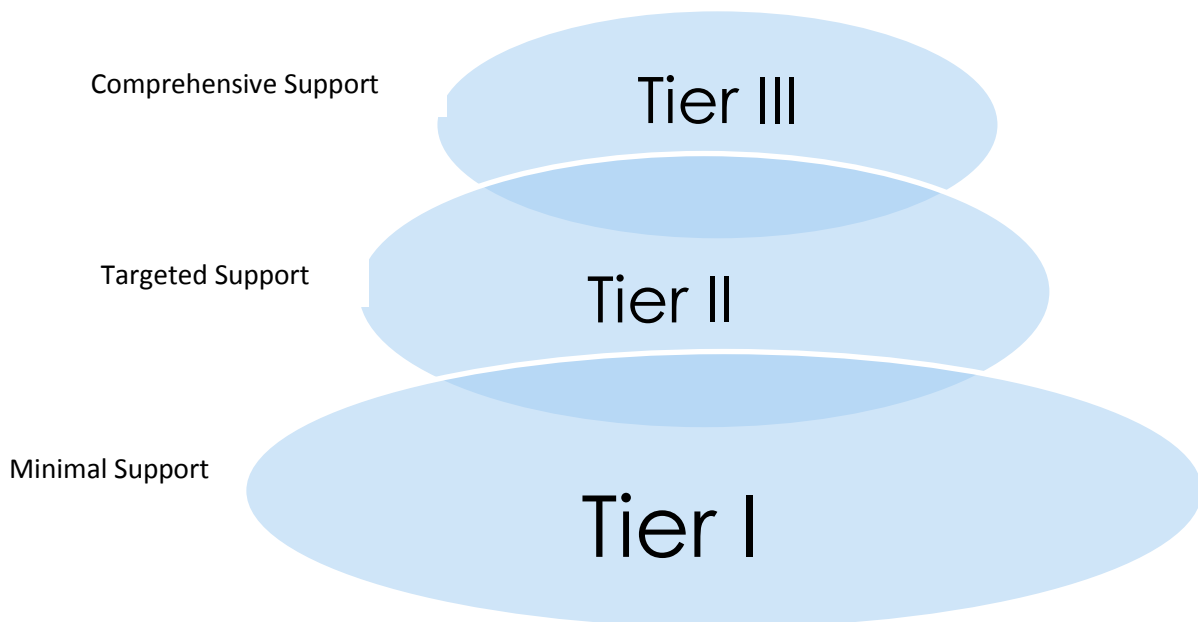
**D. *Differentiated Technical Assistance.*** *Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.*

The Maine DOE’s approach to providing differentiated assistance to SAUs and schools to support effective implementation of SEA and SAU strategies is articulated in the 2016 Maine’s Blueprint for Future Generations. This blueprint was developed as a result of the review of the results of the survey and describes the Maine DOE differentiated system of supports as follows:

Maine’s proposed statewide system of support is designed to provide implementation of a unified state system directly focused on improving the academic achievement of all students. Similar to the intervention process implemented in Maine’s schools, Maine’s framework for supporting all schools—including schools experiencing challenges—will enlist a differentiated approach, targeted interventions, and supports aligned to the level of need.

Maine will establish standards for schools that serve as the context for school improvement. School success is measured using five primary indicators: (1) the state assessment; (2) eMPowerME in Grades 3 through 8 and the SAT in high school; (3) student growth, graduation rate, and consistent attendance; (4) English proficiency for English learners; and (5) (an additional elementary and middle school indicator). Data from these indicators will determine the level of necessary support.

**Exhibit 7. Levels of Support for Tiers I, II, and III**



Maine's statewide system of support includes Maine DOE personnel who serve as content-area specialists and regional representatives, as well as contracted school improvement coaches. School improvement coaches provide direct support and coaching for assigned schools and districts by facilitating the needs assessment and planning process. The school improvement coaches support the school improvement process by engaging the entire staff in analyzing the data and making solid data-driven decisions to improve student achievement.

After the identification of schools on the basis of the identified indicators within Maine's accountability system, a school improvement coach will be assigned to each Level II and Level III school. Additional school data will be reviewed to further determine the level of support needed. As all schools will be required to develop school improvement plans, increased differentiated supports will be provided as necessary to Level II and III schools.

#### **School improvement plan requirements:**

- a) School leadership teams: membership includes principal, district leadership, staff representing content and student groups, parents, and students when appropriate or possible.
- b) Improvement plan elements are differentiated to align with the school's level of challenge and priority of needs. The Dirigo Star electronic platform contains recommended evidenced-based practices to be employed.
- c) Improvement plans will assess and implement key principles of school success:
  - 1. Strong leadership
  - 2. Staff evaluation and professional development
  - 3. Expanded time for student learning and teacher collaboration
  - 4. Rigorous, aligned instruction
  - 5. Use of data for school improvement and instruction
  - 6. Positive school and classroom culture
  - 7. Family and community engagement
- d) All school improvement plans will assess and implement the following improvement indicators:
  - 1. The school will use an **identification process** (including ongoing conversations with instructional leadership teams and data points to be used) for all students experiencing challenges and currently unsuccessful or in need of targeted interventions.
  - 2. The school uses a **tiered, differentiated intervention process** to assign research- and evidence-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
  - 3. The school uses a **monitoring process** (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.
- e) The school leadership team, with assistance from district staff responsible for the areas of need and any other specialists, will begin developing tasks to address challenge areas. Each task must include measureable objectives. Dirigo Star is available to schools in order to monitor and document necessary interventions and tasks in addition to providing essential research documents (Wise Ways) demonstrating the success of said interventions.

- f) Plans and tasks will be reviewed for effectiveness by school improvement coaches and Maine DOE staff.
- g) Plans will be monitored quarterly and on an annual basis by SEA staff.

### **Exhibit 8. Maine DOE's Comprehensive System of Support**

<b>Level of Support</b>	<b>Identified Schools</b>	<b>Types of DOE Support</b>
<b>Level III: Comprehensive directed support Schools with identified comprehensive challenges to be met with comprehensive and intensive supports</b>	Schools below state expectations across multiple required accountability indicators	Increased supports to assist with the implementation of the Comprehensive Education Plan  Utilization of the mentors and coaches for focused support and models of effective strategies
<b>Level II: Targeted directed support Schools with identified specific challenges to be met with targeted supports</b>	Schools below state expectations in specific, targeted accountability indicators with consistently underperforming subgroups	Increased supports to assist with the implementation of the Comprehensive Education Plan
<b>Level I: General, statewide support</b>	Schools meeting expectations State-level professional development Availability of Dirigo Star Regionalized supports and professional development	Comprehensive Education Plan in place

### Section 3: Academic Assessments

*Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.*

“Maine’s Strategic Plan Core Priority 1: Effective, Learner-Centered Instruction focuses on an assessment system that provides timely, accurate data on achievement and growth over time that will continue to drive Maine’s ESSA work.”

#### Assessment

The Maine DOE mathematics specialists support the development of the state assessment with item review, test form review, and data review for Grades 3 through 8 and high school. They also conducted statewide regional training on how to access and use the data around the SAT results in collaboration with the College Board. The Maine DOE began using the SAT as the Grade 11 assessment in 2006 to allow all students to aspire to being college and career ready. There was a year’s hiatus when Maine DOE moved to the Smarter Balanced test. Many parents were concerned about the Smarter Balanced test, as their preference was for their students to take the SAT, which Maine DOE uses again as the Grade 11 assessment. The Maine DOE mathematics specialists created probes from released items and are in the process of gathering student work to use during professional development with teachers (helping to support implementation of formative assessment through the use of summative assessment released items to inform instruction and best practices).

*(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support—NOTE: Core priorities of the strategic plan addressed in this section)*

**A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☒ No.

[Click here to enter text.](#)

**B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

Maine has historically had very few English learners in our student population, but these numbers are growing each year. In order to determine “languages other than English that are present to a significant extent in the participating student population,” Maine uses the threshold of 3% of the tested student population. The data in the exhibit below show the numbers for the four most common first-language groups in Spring 2016. Although none of the first-language groups in Maine has yet reached the 3% threshold, we are designating the most populous first language, Somali, as “present to a significant extent.”

**Exhibit 9. The Most Common First-Language Groups as of Spring 2016**

<b>First Language</b>	<b>No. of English Learners Statewide</b>	<b>No. of English Learners in Testing Grades</b>	<b>Percentage of All Students Tested in Mathematics</b>
Somali*	1,728	1,060	$(1,060/91,541) * 100 = 1.16\%$
Arabic	775	452	$(452/91,541) * 100 = 0.5\%$
French	531	344	$(344/91,541) * 100 = 0.4\%$
Spanish	442	323	$(323/91,541) * 100 = 0.4\%$

*Note.* As Maine’s most populous language other than English, Somali is considered “present to a significant extent.”

- ii. *Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.*

We do not currently provide any of our required state assessments in a language other than English. In 2014–15, Maine used the Smarter Balanced assessment, and we did provide the Spanish translation of the mathematics assessment for the small number of our students for whom that was beneficial. For 2015–16, Maine adopted new assessments (i.e., eMPowerME from Measured Progress and SAT from the College Board), which had never been administered anywhere prior to 2015–16. Those are not currently available in any languages other than English.

- iii. *Indicate the languages other than English identified in B.i. above for which yearly student academic*

Maine’s academic assessments are not available for students whose first language is Somali, the only language designated as “present to a significant extent” according to Maine’s definition. We need to offer our assessments in mathematics and science to students translated (transadapted) into Somali.

- iv. *Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:*

1. *The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);*

The Maine DOE has just begun planning for the development of Somali transadaptations of mathematics (Grades 3–8 and high school) and science (grades 5 and 8 and high school) assessments. We have done initial research on best practices and challenges associated with transadapted assessments and reached out for support. We have had initial conversations with our testing companies (i.e., Measured Progress and College Board) about processes and cost. We have also consulted with the National Center for the Improvement of Educational Assessment (NCIEA) and been briefed on current research and practice. The topic of test transadaptation is also on the agenda for Maine’s



Spring 2016 meeting with our Technical Advisory Committee (TAC). The Maine DOE will work with stakeholders to determine whether families access the written word in Somali, which will help the Maine DOE determine whether a transadaptation is necessary.

We know that this needs to be a thoughtful process in order to produce valid results that are comparable to results for the English versions. Our target is to be able to provide a mathematics assessment in Somali in Spring 2018. We will consider a transadapted version of our science assessment in a few years, once we have revisited our science content standards and know the resulting impact on our science assessments.

2. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and*

Development of assessments in languages other than English is new territory for the Maine DOE, and we know we will need good advisers. We will rely on the technical expertise external to the Maine DOE (e.g., TAC, NCIEA, Wisconsin Center for Educational Research, Council of Chief State School Officers). We will also require the guidance of Maine's Somali community (i.e., educators, parents, students) to help inform the process and also to review the text and art of transadapted items to check the language style, cultural sensitivity, and idiomatic expressions.

It is critical that we develop a process to determine the optimal language for testing any individual student. We certainly cannot assume that students whose first language is Somali will be best able to access the assessment in Somali. Many of our immigrant students have not acquired the literacy (reading and writing) skills in their first language that would enable them to access the assessment. Moreover, with much instruction of the assessed content having been delivered in English, content-specific language may be more familiar in English. We will rely on our Somali students and the educators who know them well to determine the language that will make the assessment most accessible for them.

3. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

The tests Maine used in 2015–16 were brand-new assessments, never previously used in Maine or elsewhere. We, and our testing companies, have been working through the first-year challenges with the English versions of the tests and associated processes. The 2016–17 administrations in English will benefit from those lessons.

Also, testing in a language other than English is a new and significant step for Maine, the Maine DOE, and our education community. We need to learn and proceed carefully as we develop assessments in Somali for 2017–18.

## Section 4: Accountability, Support, and Improvement for Schools

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

Maine's Strategic Plan Core Priority of Coordinated and Effective State Support focusing on coordinated and equitable resources for Maine's schools and a robust and transparent accountability and improvement system serves as the supportive framework for the ESSA plans in this section.

### 4.1 Accountability System.

- A. Indicators.** *Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.*
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).*
  - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).*
  - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.*
  - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.*

Indicators must be researched based, must have state-level data and definitions available, and must not be corruptible.

#### Exhibit 10. Measures Included in Indicators

Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency rate as measured on the annual statewide assessments in English language arts, mathematics, using eMPowerME for Grades 3–8 and SAT for Grade 11	Percentage of students who are proficient in the annual statewide assessments

Indicator	Measure(s)	Description
ii. Academic Progress	Progress as measured on the annual statewide assessments in English language arts, mathematics, using eMPowerME for Grades 4–8	Specific measures to be determined after review of data trends reflected in Section 1
iii. Graduation Rate	Adjusted cohort graduation rates (four-year rate, as well as five- and six-year rates)	Percentage of students who graduate on time (four years, after their first time entering Grade 9) and extended (five and six years) according to the adjusted cohort methodology
iv. Progress in Achieving English Language Proficiency	English Learner Progress*	Specific measures to be determined after review of data trends reflected in Section 1
v. School Quality or Student Success	K-12: Consistent attendance	Percentage of students at a school who have regular attendance

Maine DOE will explore other college- and career-ready indicators and the data sources and SEA definitions needed on the SEA level to measure those in the next year or so.

#### **B. Subgroups.**

- i. *List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.*  
*American Indian/Alaskan Native \*\*Asian \*\* Native Hawaiian/Other Pacific Islander \*\*Black/African \*\*American Hispanic/Latino of any race(s) \*\*White \*\*Two or More Races*
- ii. *If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.*

Maine is exploring the use of “Current and Former Students with Disabilities” as a subgroup and will incorporate or combine Former Students with Disabilities of up to two years and their performance. These data will be specifically beneficial when reviewing data for exit from school identifications. Former students with Disabilities will be coded so that the Maine DOE can include them in the achievement measures.

- iii. *If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.*

Maine intends to use “Current and Former English Learners” as a subgroup and will incorporate or combine Former English Learners of up to two years and their performance. Former English Learner students will be coded so that the Maine DOE can include them in the achievement measures.

- iv. *If applicable, choose one of the following options for recently arrived English learners in the State:*
- ☐ *Exception under 34 C.F.R. § 200.16(c)(3)(i) or*
  - ☐ *Exception under 34 C.F.R. § 200.16(c)(3)(ii) or*
  - ☒ *Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.*

Maine will allow the exemption of one administration of the reading and language arts portion of the Maine Educational Assessment during the first twelve months of the English learner’s attendance in school in the United States.

**C. Minimum Number of Students.**

- i. *Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).*

The minimum “n” size is 10. The minimum number of students is the same number for all students and for each subgroup of students (economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners) and is the same number for all purposes of the statewide accountability system, including measuring school performance for each indicator. The “n” size of 10 was researched as part of the ESEA Waiver for Maine.

- ii. *If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).*

Maine’s minimum “n” size is 10. Maine’s minimum number of students for purposes of reporting is not lower than the minimum number of students for purposes of accountability as Maine’s minimum “n” size is 10. Because of the rural nature of a proportion of Maine schools, Maine has determined a lower “n” size would be required in order glean necessary data while achieving statistical reliability.

- iii. *Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);*

Using an “n” size of 10 allows Maine, to the maximum extent practicable, to include each student subgroup, including economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners, at the school level for annual meaningful differentiation and identification and to include them in school-level accountability identifications.

- iv. *Describe how other components of the statewide accountability system, such as the State’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of*

*accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);*

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- v. *Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;*

The Maine DOE will follow Maine policies regarding student privacy.

- vi. *Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;*

[Click here to enter text.](#)

- vii. *If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.*

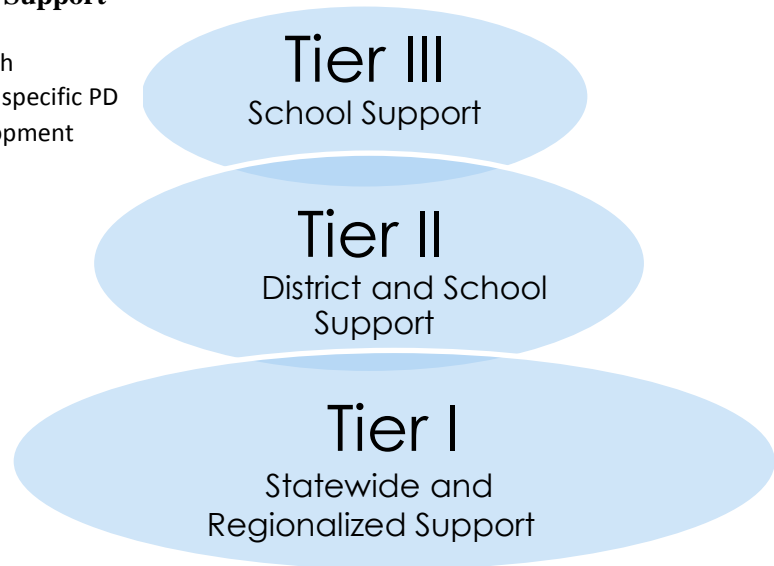
Maine's "n" size is 10, therefore no justification is provided.

**D. Annual Meaningful Differentiation.** *Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.*

On an annual basis, Maine will meaningfully differentiate all public schools in the state on the basis of all indicators contained within the state's accountability system. All students, in addition to subgroups of students, are included in the accountability system to ensure Maine's accountability system benefits all students regardless of geographical location, ethnicity, gender, or race. As outlined in Maine's accountability system, considerable consideration was given to the necessary weights of each indicator to ensure the correct schools experiencing challenges are identified. Maine has determined, with significant input from stakeholders, that regionalized supports such as professional development and coaching opportunities are required. After outlined accountability indicators are reviewed, schools for comprehensive and targeted supports will be identified and differentiated supports provided. The determination codes will be done annually and will be similar to our assessment codes: Exceeds expectations, Meets expectations, Below expectations, or Requires review for support. The differentiated model of support would provide schools and school districts a menu of available supports that both the district and school(s) could tailor to meet their individual needs and have the greatest impact. Such a support model with initial examples is provided below.

## Exhibit 11. Differentiated Model of Support

- Face-to-face school improvement coach
- Increased financial support for school- specific PD
- Principal meetings & leadership development
- District-wide or school based PD
- Targeted summer PD
- Increased financial support
- Flexible face-to-face school improvement coach support
- Professional development
- Access to Dirigo Star
- Collective resource bank
- On-call school improvement coach
- Innovation summits
- Self-assessment tool
- Curriculum and instructional support



*Describe the following information with respect to the State's system of annual meaningful differentiation:*

- The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;*

Maine's newly developed accountability (school review) system provides a review of key indicators (as indicated above) that statewide stakeholders and Maine DOE staff have determined will identify schools most in need of supports across the state and will ensure that, by 2030, 90% of Maine students graduate college and career ready. In order to reach this realistic and achievable long-term goal, necessary three (3) year interim measures have been developed. Unlike with the previous accountability model, stakeholders have indicated that the accountability system (school review) process should encompass all schools within the state, not simply those that accept federal Title I funds. As a result, it is Maine's intention for all schools, including charter schools where applicable, to be included in the review of data and identification of schools in order to ensure Maine is able to meaningfully and purposefully provide necessary differentiated supports to schools experiencing the most challenges. Maine will continue to build upon and enhance current elements, including the performance of all students on the eMPowerME assessment in ELA and math, with necessary accountability system weighting as outlined in this plan.

- The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).*

The Maine DOE is still working with a statistician to determine the weights that are appropriate after running Legacy data.

- iii. *The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).*

Each school, as a result of statewide assessment data and additional indicators as outlined in Maine's accountability system, will receive a single summative determination in order to meaningfully and purposefully differentiate necessary school and/or district supports. Maine has identified four summative determinations: Exceeds state expectations, Meets state expectations, Below state expectations, Requires review for supports. Maine determined that in order to provide increased transparency and in order to communicate better with stakeholders, including educators, families, public officials, and school leaders, using terms with which they were already familiar simplified the process. Schools determined below and significantly below state expectations will receive comprehensive and targeted support. The identified accountability indicators in addition to indicators contained in Maine's school review dashboard will provide determinants for identification and necessary differentiated supports. Maine firmly believes that, although a school and/or district may be identified for comprehensive supports, there may be elements in which a more targeted intervention is required, hence the overlap in Maine's differentiated tiered support model.

- iv. *How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).*

As clearly identified in Maine's accountability system, schools with low performance on substantially weighted indicators (i.e., Academic Achievement, Academic Progress, Graduation Rate, and Progress in Achieving ELP) will be identified for comprehensive support and improvement or targeted support and improvement. Schools identified for targeted support and improvement because of a consistently underperforming subgroup of students will receive a lower summative determination than it otherwise would have received if it had not had any consistently underperforming subgroups of students. This will then translate to a summative determination that reflects the challenges the school is experiencing. Should a district have multiple schools receive a lower summative rating because of consistently underperforming subgroups, differentiated supports will be provided to the district to ensure a systemic approach to further support and provide interventions to both the district and the individual schools. Maine has experienced recent success regarding the 95% participation rate by taking a proactive approach and will continue to build on the foundation currently in place. SAUs will continue as part of their Annual ESEA Consolidated Application to provide assurances regarding the implementation of Title I federal programs of which 95% participation in the state assessment is included. Should a school have a participation rate of between 76% and 94% participation, the school will be required to submit to the Maine DOE an action plan outlining the necessary steps the school and/or district will take in order to increase participation levels. Should a school have a participation rate of less than 75%, the school

and district will be required to submit evidence of necessary steps the school or district has taken or will take to increase participation levels moving forward. Non Title I schools, as part of their assurances in receiving supports and interventions from the SEA, will provide the same documentation as outlined above. This information will be contained within the Comprehensive Education Plan. The 95% participation rate will not factor into the accountability system as part of the summative rating but will be included in the school review dashboard in order to provide a holistic review of the school.

- E. *Participation Rate.*** *Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.*

Maine has experienced recent success regarding the 95% participation rate for both schools and subgroups by taking a proactive approach and will continue to build upon the foundation currently in place. SAUs will continue as part of their Annual ESEA Consolidated Application provide assurances regarding the implementation of Title I Federal programs of which, 95% participation in the state assessment is included. Should a school have a participation rate of between 76-94% participation, the school will be required to submit to the Maine DOE an action plan outlining the necessary steps the school and/or district will take in order to increase participation levels. Should a school have a participation rate of less than 75%, the school and district will be required to submit evidence of necessary steps the school or district has taken or will take to increase participation levels moving forward. Non Title I schools, as part of their assurances in receiving supports and interventions from the SEA, will provide the same documentation as outlined above. This information will be contained within the Comprehensive Education Plan. The 95% participation rate will not factor into the accountability system as part of the summative rating but will be included in the school review dashboard in order to provide a holistic review of the school.

- F. *Data Procedures.*** *Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.*

[Click here to enter text.](#)

- G. *Including All Public Schools in a State's Accountability System.*** *If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):*

- i. *Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;*

PK–2 schools for which there are no state assessment data available currently receive the same identification as the school to which their students feed. It is Maine's intention to continue with this methodology, ensuring PK–2 schools are able to receive necessary supports and interventions in order to assist with increasing student achievement and engagement.

- ii. *Schools with variant grade configurations (e.g., P-12 schools);*



Because of the rural nature of Maine, there are varying grade configurations across the state. All schools, regardless of grade configuration, will be included in Maine's accountability system according to the indicators and decision rules that will be in place.

- iii. *Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;*

Maine's "n" size was determined to be 10 to ensure small schools were included in the accountability system and to ensure Maine was correctly identifying schools that were experiencing the most significant or targeted challenges. As anything below 10 would allow for students to be possibly identified, Maine previously used the super subgroup to ensure all schools were held to the same standard.

- iv. *Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and*  
[Click here to enter text.](#)
- v. *Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).*  
[Click here to enter text.](#)

## 4.2 Identification of Schools.

### A. **Comprehensive Support and Improvement Schools.** Describe:

- i. *The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.*

Maine's intention is to identify the initial cohort of (1) lowest performing schools; (2) schools with low high school graduation rates; and (3) schools with chronically low-performing subgroups in the summer of 2018, as tentatively outlined below.

**Exhibit 12. Identification of Schools**

<b>Timeline</b>	<b>Identification</b>	<b>Currently Identified Schools</b>	<b>Supports</b>	<b>Progress Towards Long-term Goals</b>
<b>Summer 2017</b>	<b>None</b>	<b>Transitional Exit Criteria will be used; schools will demonstrate they have met transitional exit criteria</b>	<b>Schools currently identified that meet transitional exit criteria have the option to continue receiving supports</b>	<b>Baseline data: ??% of Maine students graduating college and career ready</b>
<b>Summer 2018</b>	<b>Data from Spring 2016, 2017, 2018 will be utilized as part of Maine’s new accountability system</b>	<b>New schools will be identified for comprehensive and targeted supports and interventions</b>	<b>As determined by summative rating and tier of identification</b>	<b>Goal of ??% of Maine students graduating college and career ready achieved</b>
<b>Summer 2021</b>	<b>Data from Spring 2021, 2020, 2019 will be utilized to make next cohort of identifications.</b>	<b>Exit Criteria must be achieved to exit school determination data from 2016—2021, which will provide a longitudinal review of upward trajectory and growth.</b>	<b>If necessary upward growth has not been achieved, additional supports and interventions provided. Newly identified schools begin their journey with increased supports and interventions</b>	<b>Goal of ?? % of Maine students graduating college and career ready achieved</b>
<b>Summer 2024</b>				<b>Goal of ?? % of Maine students graduating college and career ready achieved</b>
<b>Summer 2027</b>				<b>Goal of ?? % of Maine students graduating college and career ready achieved</b>
<b>Summer 2030</b>				<b>Long Term Goal of 90% of Maine’s students graduating college and career ready achieved</b>

The Maine DOE is analyzing our current graduation data trends to determine realistic progress towards long term goals and will insert percentages in the chart above before submission to the US Department of Education.

Maine’s intention to exit currently identified schools under the previous accountability system includes the following:

1. Developing transitional exit criteria to include at a minimum:
    - a. Evidence of sustainability of school improvement work
      - i. Development and submission of a school improvement sustainability plan
      - ii. Necessary funding set aside to continue embedded professional development
      - iii. Increased flexibility regarding the implementation of district-level early-release professional development days to focus on school-level goals and indicators
    - b. Continued use of dynamic school improvement tool—Dirigo Star
    - c. Demonstration of growth toward meeting goals that originally identified the school for supports and interventions
      - i. Assessment data demonstrating necessary growth toward identified targets
  2. Local data demonstrating an upward trajectory of ELA and/or math growth for students
  3. Local data demonstration the closing of the achievement gap between identified subgroups (if applicable)
- ii. *The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).*

Maine DOE will be developing our exit criteria after we have completed the data runs and have finalized the accountability indicators and their weights. The variables from those decisions will inform the development of the exit criteria. The exit criteria will be finalized before the State Plan submission.

**B. Targeted Support and Improvement Schools. Describe:**

- i. *The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).*

Upon completion of our data runs of our accountability indicators’ models the Maine DOE will develop the methodology for identifying any school with a “consistently underperforming” subgroup of students.

- ii. *The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.*

To ensure a unified state and federal system of accountability for all Maine public schools and SAUs, the final methodology will reflect policy decisions adopted by the Maine DOE.

- iii. *The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).*

Maine DOE will be developing our exit criteria after we have completed the data runs and have finalized the accountability indicators and their weights. The variables from those decisions will inform the development of the exit criteria. The exit criteria will be finalized before the State Plan submission.

#### **4.3 State Support and Improvement for Low-performing Schools.**

- A. *School Improvement Resources.*** *Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.*

Maine has determined that the combination of 1003(a) and 1003(g) as opposed to setting aside 7% of its Title IA allocation will yield the greater amount for school improvement supports. Maine has determined that an award of less than the minimum amount of \$50,000 for each identified school (based on each school's enrollment, identified needs, and selected evidence-based interventions, in addition to other relevant factors described in the LEA's Comprehensive Long-range Education Plan) that a lesser amount, determined by the LEA, will be sufficient to support the effective implementation of such a plan. As part of the LEAs Comprehensive Education Plan and the Annual ESEA Consolidated Application, the LEA will identify, based upon accountability indicators and a school-based needs assessment, key areas for support. The SEA will provide human capital supports in the form of school improvement coaches, needed financial supports as identified and requested within the LEA Comprehensive Education Plan and ESEA Consolidated Application, and identified regionalized professional development. The SEA will monitor the implementation of the long-range Comprehensive Education Plan and Annual Consolidated Plan through review and approval of projects and identified tasks in addition to the submission of annual and quarterly progress reports submitted by assigned school improvement coaches. The LEA within the annual ESEA Consolidated Application will describe the evidence-based interventions they will be implementing to address the needs of the students and schools as identified in the completed comprehensive needs assessment. SEA staff, when reviewing projects and evidence-based interventions, will ensure that the interventions identified meet the top three levels of evidence under the ESEA demonstrating strong evidence, moderate evidence, or promising evidence. In addition, the SAUs can describe how the teacher effectiveness evaluation work is measuring changes in teacher practice. The Dirigo Star electronic platform provides for collection of data as part of the continuous improvement process. In addition, as Tiered supports are provided there will be an emphasis on supporting continued reflection and improvement.

- B. *Technical Assistance Regarding Evidence-Based Interventions.*** *Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation*

*of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).*

In order to take full advantage of the opportunities that the reauthorization of the ESEA brings, Maine recognizes that a great many of our districts will require technical assistance in the implementation of evidence-based interventions. As Maine's Comprehensive Education Plan calls for a completed comprehensive needs assessment, district and school leaders will be provided with a 12-month professional development and technical assistance schedule that walks them through the entire comprehensive needs assessment process. The Maine DOE will provide technical assistance in evidence based approaches to the SAUs. An element of this process will be specific sessions related to evidence-based interventions within the school improvement process. As outlined in Maine's differentiated supports earlier in the consolidated application, this will be achieved through statewide and regionalized professional development and technical assistance opportunities, in addition to more intimate settings such as the Transformational Leaders Network, which provides more focused professional development for principals of schools identified for comprehensive supports.

- C. *More Rigorous Interventions.*** *Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).*

Maine plans to increase necessary supports to schools identified for comprehensive support and improvement that fail to meet the state's exit criteria within three (3) years through increased face-to-face school improvement coaching support, increased district support in relation to targeted professional development, and increased financial resources.

- D. *Periodic Resource Review.*** *Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).*

All identified schools will be provided the same equitable access to a menu of school supports that best meet the identified needs of the school and the students it serves. LEAs with multiple schools identified (more than 50%) for comprehensive or targeted supports and interventions will be provided both school and district supports in order to ensure a systemic approach across the district and a consistent and equitable approach regardless of geographical location and school of attendance. One (1) school improvement coach will be assigned to both the district and the schools to ensure a single voice and point of contact for district and school representatives and staff. It is hoped this will allow for increased collaboration between the school improvement coach, central office, and school building staff.

## Section 5: Supporting Excellent Educators

“Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders.”

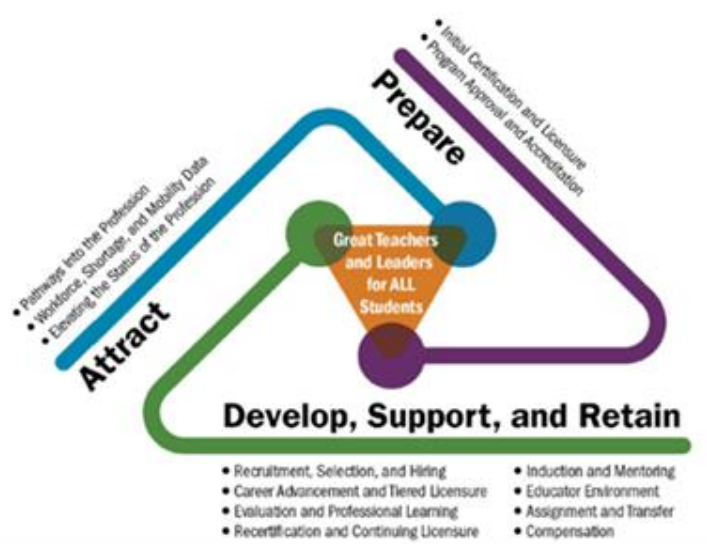
-Maine DOE Education Evolving, 2012

Since its approval by the U.S. Department of Education in July 2015, Maine’s Equity Plan has driven the Maine DOE’s educator effectiveness focus and support.

The Maine DOE recognizes that equitable access to excellent teachers and leaders is a complicated endeavor, and that achieving teacher and leader equity goals will require an integrated and coherent approach to human capital management. This means that all district human capital work, including educator preparation and certification, recruitment and selection, induction and mentoring, evaluation and professional growth, compensation and career advancement, and so on should be clearly aligned to one another and structured using common standards that reinforce effective practice and student learning.

Maine’s human capital work, which is based on the Talent Management Framework developed by the Center for Great Teachers and Leaders (see Exhibit 13), will be leveraged to improve instructional practice as identified in the local plans and within the tiered systems of support provided through Maine DOE.

**Exhibit 13. Talent Development Framework**



### 5.1 Educator Development, Retention, and Advancement.

**Instructions:** Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- 1. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?  
☐ Yes. If yes, provide a description of the systems for certification and licensure below.  
☒ No.
- 2. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State’s strategies to improve educator

*preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?*

☒ *Yes. If yes, provide a description of the strategies to improve educator preparation programs below.*

☐ *No.*

*The Department intends to use Title II, Part A funds as well as funds from other programs to support the States*

Putting an effective teacher in every school and an effective teacher in front of every student, particularly those in high-needs schools, requires close partnership with the state's educator preparation programs. The Maine DOE has established an Educator Preparation and Employment PK–16 Leadership Council (described in more detail in Section C, below) charged with examining the career continuum of teachers and school leaders and proposing solutions that support closer connections between educator preservice and graduate programs and PK–12 classrooms. Furthermore, to address the focused and increasing need for quality special education services, the Maine DOE has proposed statutory revisions to support special education teachers. These teachers, while employed and teaching in the classroom, will receive high-quality professional development that is sustained, intensive, and classroom focused in order to have a positive and lasting impact on teaching and learning. In addition, special education teachers in a mentoring program will receive intensive supervision by the university system that consists of structured guidance and regular ongoing support.

3. ***Educator Growth and Development Systems.*** *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?*

☒ *Yes. If yes, provide a description of the educator growth and development systems below.*

☐ *No.*

The Maine DOE intends to use Title II, Part A funds and/or allowable funds from other programs to support districts with the implementation of their teacher and principal performance evaluation and professional growth (PEPG) programs as well as related professional development intended to promote continuous improvement and increase student learning.

Maine has made significant progress over the past few years in developing an overarching strategy for educator effectiveness as well as structures to support these plans. Among these key advancements has been the development of a strategic education plan, legislative reform to guide statewide practices, enhanced state-level data warehousing and reporting, and myriad human capital management tools and resources developed by early adopter districts participating in a federal Teacher Incentive Fund (TIF) grant.

#### Strategic Plan: Maine's Plan for Putting Learners First

Core Priority Two of Maine's Strategic Plan recognizes that effective instructional practices cannot be applied without effective teachers and leaders. "Ensuring that every student is

surrounded by great educators means focusing on the need to provide top-quality preparation and ongoing support to the State’s teachers and leaders.”

The sub priorities in this section focus on common standards for teacher and leader effectiveness; rigorous, data-driven preparation and professional development programs; next generation evaluation systems for teachers and leaders; and communities of practice designed to foster continuous improvement.

### Legislative Reform: An Act to Ensure Effective Teaching and School Leadership

In 2012, Maine joined the ranks of states with new educator evaluation legislation with the passage of LD 1858, An Act to Ensure Effective Teaching and School Leadership. Maine is a “local control” state, and its comprehensive law directs individual districts to develop an educator effectiveness steering committee that includes teachers as the majority in its membership structure; this committee is charged with working collaboratively on decisions related to the development of evaluation and professional growth systems for teachers and principals. The law requires that these systems include:

- Professional Practice Standards: Locally designed professional practice standards may be submitted for approval, or districts may choose from one of four preapproved frameworks or rubrics for teachers: the MSFE/National Board Model, Marzano, Danielson, or Marshall. Models based on the MSFE/National Board, Marzano, Marshall, and ISLLC are also available for districts to choose with regard to principal evaluation.
- A 4-point rating scale: Designed to differentiate educator performance across each professional practice standard, the scale must include two levels (3 and 4) representing educator practice that is at the effective level or higher.
- Multiple Measures of Effectiveness: In addition to professional practice measures, student growth must be used as a significant factor in the assessment of an educator’s effectiveness, which is accomplished through the use of available standardized achievement measures and Student Learning Objectives.
- Observations of Practice: Used along with artifacts of teacher and leader practice, observations must be conducted regularly and used to gather evidence and provide feedback to educators as well as drive action planning that is used to determine individual and organizational priorities for professional development and continuous improvement. Evaluators must receive training in how to apply the rubric in a reliable manner when determining educator effectiveness ratings.
- Summative Ratings to Inform Human Capital Decision-Making: The law states that “a superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including, but not limited to, decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.” By the 2016–17 school year, all districts in Maine will have completed the planning and piloting phases of their teacher and principal performance evaluation and professional growth programs, with full implementation of the system and application to human capital decision making an expectation for all districts in Fall 2017.



### Statewide Longitudinal Data Warehouse: Leadership and Integration

Maine’s educator effectiveness systems, as described above, rely on measurement as the cornerstone of creating and maintaining a high-performing organization. Maine has been a leader in its data system efforts, and Maine’s Education Commissioner has been a strong proponent continuing to leverage the work of the Maine DOE’s two previous statewide longitudinal data system grants to build on and enhance its data warehousing and reporting functionality and capacity to store and analyze crucial teacher, school, and student improvement data.

### Strategic Human Capital Management: Leveraging ‘Teacher Incentive Fund’ Initiative Resources

Improving student learning and educator effectiveness is at the heart of Maine’s TIF-funded, Maine Schools for Excellence (MSFE) project. MSFE is the umbrella initiative for two five-year TIF grants from the U.S. Department of Education: TIF 3 and TIF 4. The TIF grant emphasizes a multifaceted human capital approach to recruiting, supporting, and retaining effective educators that mirrors Maine’s strategy for addressing these critical interrelated issues. The Maine DOE has committed to a human capital management systems approach (based on the Talent Management Framework developed by the Center on Great Teachers and Leaders) to improve educator effectiveness. This focus reflects the emerging consensus that strategies addressing the preparation, selection, evaluation, growth, and recognition of educators are inextricably linked and must draw on common language and data. Since 2010, MSFE together with lead technical support provider, American Institutes for Research, has developed resources that address the five areas of human capital management shown in the graphic to the right. Specific human capital management system resources developed through the grant can be found in Appendix D.

**Exhibit 14. Five Areas of Human Capital Management**



### Creating Systems of Supports to Advance Equity Through Educator Effectiveness

In addressing the priorities of the State Equity plan to attract, grow, and retain effective teachers and principals, the department will work with LEAs in areas identified in their local plans and within the tiered systems of supports to improve organizational effectiveness, leadership, and instructional practices, and student learning. The resources and supports that will be available to districts in their efforts to advance equity are described in the exhibit below.

**Exhibit 15: Maine DOE Resources and Supports by Human Capital Component**

Human Capital	Maine DOE Resources and Supports
---------------	----------------------------------

Component	
Educator Preparation and Employment	<p>The department will build on its Educator Preparation and Employment PK–16 Leadership Council with membership from higher education institutions; PK–12 superintendents, principals, and teachers; as well as members of the Maine Teachers of the Year Network, Maine National Board Certified Teachers Network, the business community, and the State Board of Education. This group, along with the Teach-to-Lead Maine Committee, is charged with providing recommendations and resources to the department that improve educational outcomes for students (detailed in Appendix D) and will continue to work alongside the department to expand direct statewide efforts including:</p> <ul style="list-style-type: none"> <li>• Creating and supporting effective use of human resource <b>employment strategies and tools</b> to ensure sound recruitment and selection decisions. Available tools include, for example, an automated human resource planning tool; job descriptions, advertisements, and interview protocols aligned to district professional practice standards; and entry and exit surveys and interview protocols.</li> <li>• Improving <b>connections between preservice programs and PK–12</b> organizations as they look to support the changing needs of students and the skills and knowledge new educators must have to address these needs in schools.</li> <li>• Updating Maine’s approach to <b>induction and mentoring</b> through revisions to Chapter 118 and exploring new resources and structures such as centralized, department-led mentor training and support systems for teachers in their probationary years by using virtual formats and other technologies to reach educators in Maine’s many rural environments.</li> <li>• Addressing opportunities for <b>career pathways</b> for teachers that do not involve leaving the classroom, including identifying teacher leader standards, exploring alternate career ladder or lattice approaches within district organizational structures for teachers performing at the effective and distinguished levels of practice, providing training for teachers in leadership skills through the department and partnerships with higher education programs, and supporting teachers to lead improvement efforts in their districts through teacher leadership summits.</li> </ul>
Evaluation and Professional Growth	<p>The department will look to realize the potential of educator effectiveness systems to differentiate educator performance accurately; provide meaningful, improvement-focused feedback to educators; identify priorities for continuous improvement; and provide targeted professional development in the interest of student learning. The areas the department will address include the following:</p> <ul style="list-style-type: none"> <li>• PEPG Evaluator Training and Ongoing Calibration Structures and</li> </ul>

	<p>Support: This is currently available only through participation in MSFE’s TIF grant work and local district contracts with outside vendors, so the department is exploring structures that will work to support local districts with the initial training and ongoing calibration of observers and evaluators of both teachers and principals, including centralized and site-based evaluator training and coaching, as well as the expansion of video calibration tools such as the Frontline video calibration system designed through the Maine Schools for Excellence project.</p> <ul style="list-style-type: none"> <li>• Educator Professional Practice Improvement: The department will build off of its current professional development priorities, programs, and structures and explore new options and delivery methods and microcredentialing opportunities for professional development offerings aligned to professional practice standards and high-leverage, research-based practices. Key to this effort will be the use of the expertise of department educator effectiveness staff, content specialists, and technology integrationists, as well as that of effective and distinguished educators in schools throughout Maine, to design and deliver the content to educators in the field through both virtual and face-to-face environments on a wide range of topics related to instructional and leadership practice.</li> <li>• Student Growth and Achievement: The department will draw on current and evolving tools, templates, and training on quality assessment development and the development and approval of student learning objectives to support district efforts at ensuring quality measurement and monitoring of student growth and achievement.</li> </ul>
School Environment	<p>As part of the tiered system of comprehensive support, the Maine DOE will leverage school environment measurement tools and action planning resources developed through its MSFE School Culture and Climate Committee to support districts in identifying ways in which they can improve the conditions in their schools to maximize the engagement and success of students and educators. These include:</p> <ul style="list-style-type: none"> <li>• Classroom Climate: Student perception surveys, developed and used throughout the MSFE grant programs, are available to provide teachers and schools with data related to how aspects of their instructional decision making and relationships with students are perceived by students to be supportive to their learning. The department will explore opportunities to expand the use of such measurement tools; provide guidance to districts in crosswalking survey items to the district professional practice standards; as well as provide related professional development designed to assist districts with data analysis, action planning, and strategies to improve student engagement and learning conditions in the classroom.</li> <li>• School Climate: Similar to the student perception surveys, existing tools</li> </ul>

	<p>can be used and refined by the department to help districts collect school climate data from students and school and district staff to identify how districts are supporting the creation of safe and positive environments conducive to student learning, as well as providing programs and professional development designed to reduce bullying and improve student engagement and experiences at school</p> <ul style="list-style-type: none"> <li>• <b>Professional Culture:</b> A professional culture that offers teachers the opportunity for leadership, collaboration, and growth contributes directly to the ability of educators to create a positive climate for students. The department will assist schools in measuring staff perceptions of how the factors that contribute to a strong professional culture are at work in their work environment, as well as and assistance and support for analyzing data and identifying areas and resources for improvement.</li> </ul>
Recognition and Reward	The department will leverage its internal and external expertise and resources, as well as its extensive experience working with teachers and school leaders on innovative pay practices through the TIF grant, to support districts interested in exploring alternatives to the conventional, fixed-cost pay program.
Best Practice Clearinghouse	To promote collaboration, sharing, learning, and continuous improvement of teaching and learning conditions across the state, districts are encouraged to submit their own best practice tools and resources to the department so they can be added to an online inventory of school-improvement tools and resources, accessible to all districts.

## 5.2 Support for Educators.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- Increase student achievement consistent with the challenging State academic standards;*
  - Improve the quality and effectiveness of teachers, principals, and other school leaders;*
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).*

Consistent with the priorities of Maine’s Equity and Strategic Plans, the department intends to support district efforts to create the conditions that allow them to attract, grow, and retain a workforce of high-performing teachers and leaders who are aligned in purpose, teamed in their efforts, and motivated to advance and excel in delivering high-quality instruction to all students.

In its effort to create these conditions, and address the priorities outlined in 5.2.A.i-iii, the department has been working steadily on the implementation of a number of initiatives that will be supported through the programs and resources described in Section 5.1c above:

i. In 2012, Maine established the guidelines and associated timelines to move its graduation requirements from a credit-based Carnegie system to a proficiency-based diploma system, requiring all Maine schools to advance and graduate its students on the basis of evidence that each has met or exceeded expectations for the skills and knowledge outlined in the Common Core State Standards and Maine's Learning Results. SAUs must award diplomas on the basis of these expectations, beginning with the graduating class of 2021.

ii and iii. The state, in tandem with its Maine Schools for Excellence project, has worked collaboratively with LEAs and state education and leadership associations since 2010 to address the most critical lever for increasing student outcomes, comprehensive educator effectiveness and human capital management systems. The state-level strategies aligned to these priorities are outlined in great detail in Section 5.1 above.

The department recognizes that measurement is the key to implementing, monitoring, and improving the systems, resources, and strategies in place to support increased student outcomes. Therefore, in addition to the programs and resource support described in Section 5.1c, and as part of each LEA's Comprehensive Needs Analysis, the department will collect and analyze school-level performance data to identify areas in which districts are doing well and those in which they need support. The department, in collaboration with districts, will use these data to identify professional development priorities and available supports.

- Educator-effectiveness data analysis. School-level-educator-effectiveness data are disaggregated by professional practice standards that allow the department to determine professional development needs and identify and deliver resources on a regional and/or statewide basis to address these needs. For example, if aggregate teacher effectiveness data signal a need for strategies to enhance student engagement, the department, in collaboration with districts and other organizations, will facilitate the delivery of professional development that focuses on strategies that motivate students and capture their interest, create authentic tasks that make connections to real-life situations, and enable students to engage with the content and with one another. If the data indicate a need for improvement in the area of assessment, professional development opportunities could focus on developing or strengthening educators' ability to use formative assessment to adjust instruction to meet student needs, engage students in peer and self-assessment, and provide specific and timely feedback to students.
- Climate data analysis. School-level-climate data are disaggregated by domain (e.g., engagement, safety, and environment), allowing the department to determine professional development needs and identify and deliver resources on a regional and/or statewide basis to address these needs. For example, if aggregate school climate data signal a need for strategies to enhance student safety, the department, in collaboration with districts and other organizations, will facilitate delivery of professional development that focuses on strategies that ensure that students and staff are free of violence, bullying, harassment, and controlled substance use and that schools are prepared in the event of a school emergency. If the data indicate a need for improvement in the area of environment, professional development opportunities could focus on developing strategies that ensure appropriate learning settings,

well-managed classrooms, available school-based physical and mental health support, and clear disciplinary policies and practices.

- B. *Skills to Address Specific Learning Needs.*** *Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.*

As part of Maine’s comprehensive system of supports available to all districts, the Maine DOE will continue its efforts (especially between the Standards, Instruction and Supports Team and Special Education Team) to ensure educators in all districts have the requisite knowledge, skills and abilities to identify students with specific learning needs and more importantly, deliver instruction based on those needs. Department sponsored professional development support for special education educators include, for example:

- **Math4ME**  
The Maine DOE Mathematics Specialists developed and facilitated professional development training for special educators and classroom teachers and support the Math4ME coach to create and revise the fidelity check instrument and review completed fidelity checks (Effective, Learner-Centered Instruction, Great Teachers and Leaders).
- **Connecting Mathematics Instruction: Digging Deep Into the Content**  
The Maine DOE Mathematics Specialists developed this two-part professional development to support teachers in developing an understanding of the progression of student learning and understanding within a K–12 domain. Professional development is offered in three locations in the state, and 230 participants are registered to attend, representing K–12 educators, curriculum coordinators, and higher education staff (Effective, Learner-Centered Instruction, Great Teachers and Leaders).
- **Maine Community of Teacher Leaders (MCTL)**  
The Maine DOE Mathematics Specialists collaborated with the Association of Teachers of Mathematics in Maine (ATOMIM) and developed the Title II 18 teacher leaders as they develop and deliver a two-part dine-and-discuss regional professional development opportunity focused on formative assessment and instruction This is year two of the work (<https://atomim.wildapricot.org/dinediscuss>; Effective, Learner-Centered Instruction; Great Teachers and Leaders).

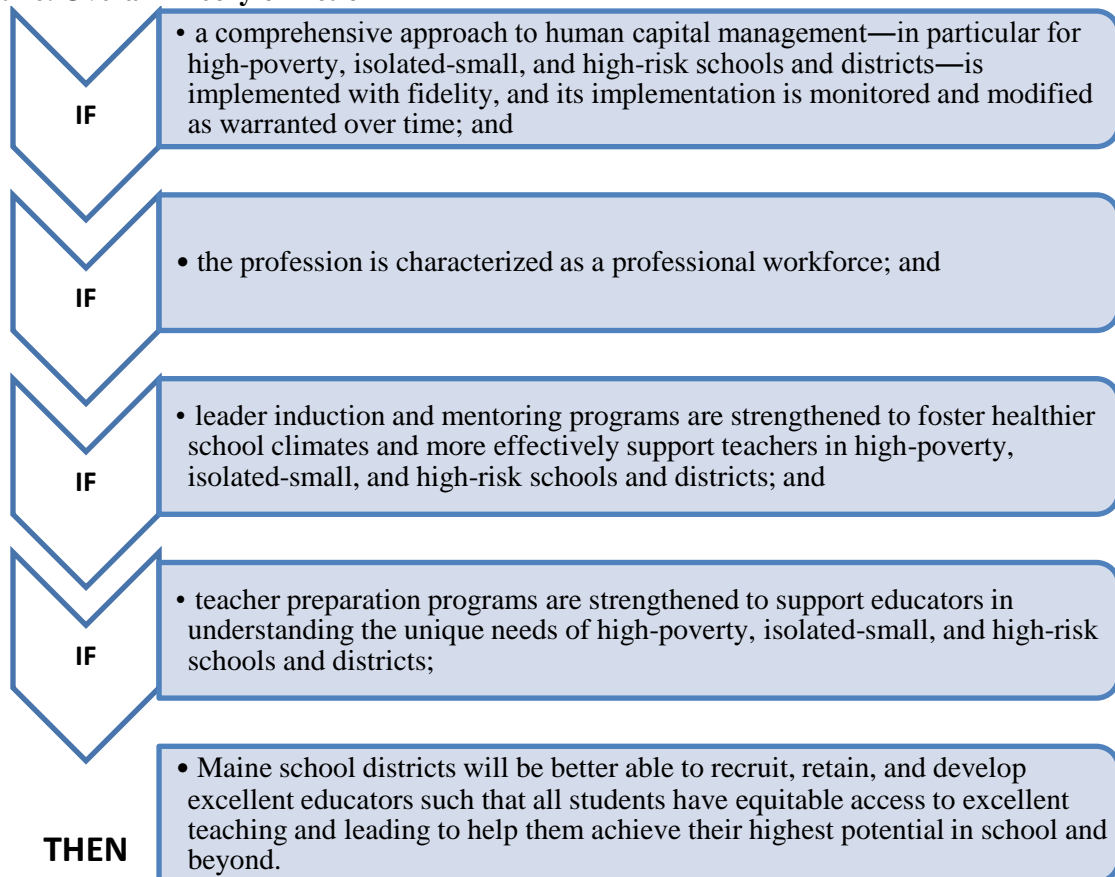
More detail on department goals, strategies, and successes supporting special education can be found in Section 6.1.

### **5.3 Educator Equity.**

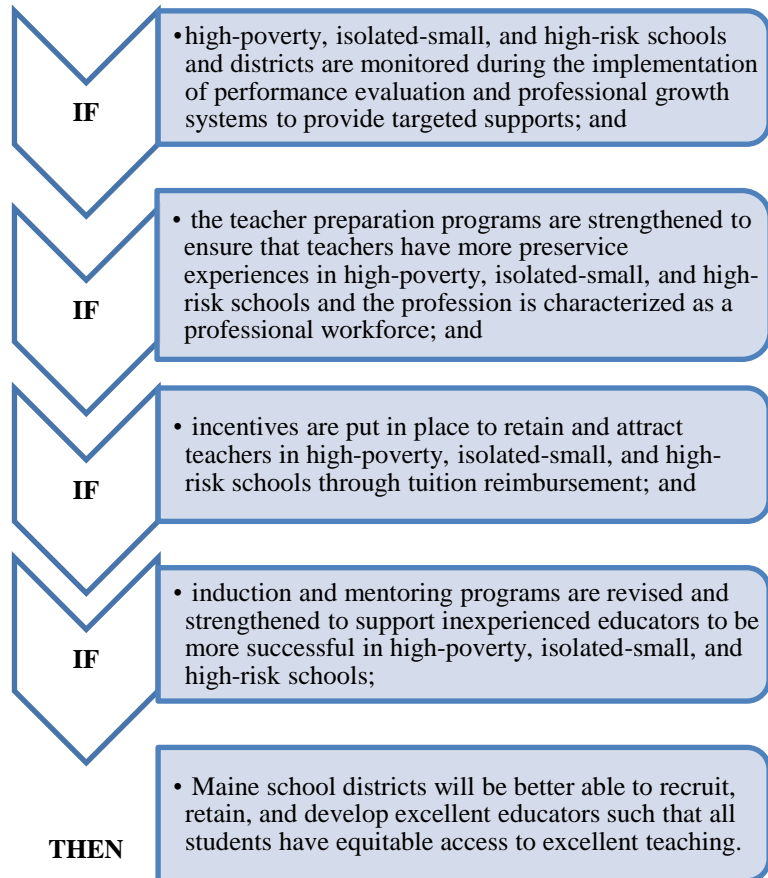
Maine’s Plan to Ensure Equitable Access to Excellent Educators relies on a general theory of action and two focused theories of action specific to the identified gaps for equitable access. Maine’s theories of action to address gaps in equitable access to effective teachers and leaders are premised on the Talent Management Framework developed by the Center on Great Teachers and Leaders described in Section 5.1.

The following exhibit provides a holistic theory of action that guides Maine’s overall thinking about improving equitable access.

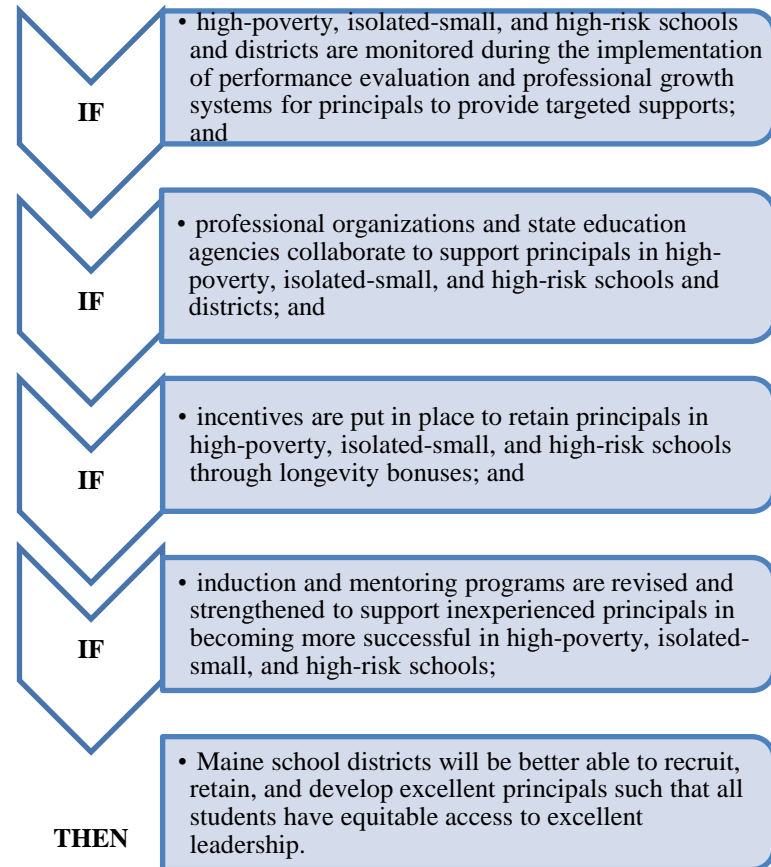
**Exhibit 16. Overall Theory of Action**



**Focused Theory of Action:  
Out-of-licensure, inexperienced, high-turnover teachers**



**Focused Theory of Action:  
High-turnover principals**





- A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

**Exhibit 17. Statewide Definitions of Key Terms**

Key Term	Statewide Definition (or Statewide Guidelines)
<b>Ineffective teacher*</b>	<p>SEA Guidance for the development of a definition of ineffective teachers recommended by the ESSA Advisory Workgroup.</p> <p><b>Ineffective Teacher.</b> Ineffective teachers describes actions, behaviors, and outcomes that may be characterized by one or more of the following:</p> <ul style="list-style-type: none"> <li>• A limited or inconsistent repertoire of effectively demonstrating strategies in a professional practice model</li> <li>• A limited understanding of student development</li> <li>• A limited ability to collaborate with peers and community appropriately</li> <li>• An inconsistent or low positive impact on student learning and growth</li> </ul> <p>Teachers who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accompanied peers who can facilitate their growth.</p>
<b>Inexperienced teacher*+</b>	<p><b>Inexperienced Teachers.</b> Inexperienced is defined as a teacher with only Conditional, Provisional, or Provisional Extended certifications. This definition will identify teachers who have zero to three years’ teaching experience in Maine, as well as teachers from out of state before obtaining professional certification in Maine. The number of out-of-state teachers is minimal.</p>
<b>Low-income student</b>	<p><b>Poverty.</b> Students eligible for free or reduced-price lunch. High-poverty schools are defined as schools with 53% or more students receiving free or reduced-price lunch.</p>
<b>Minority student</b>	<p><b>Minority.</b> Students with a federally defined race other than White. High-minority schools are defined as schools with 7% of the students of a race other than White.</p>
<b>Out-of-field teacher*+</b>	<p><b>Out-of-Field Teachers.</b> Out-of-field is defined as a teacher with professional certification who has no endorsement for the subject or course he or she is assigned to teach or who is teaching outside his or her certified grade level.</p>

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

**Exhibit 18. Statewide Definitions of Other Key Terms (Optional)**

Other Key Terms ( <i>optional</i> )	Statewide Definition
<b>Average teacher</b>	Data on salaries is based on full-time teachers and do not include benefits.

Other Key Terms <i>(optional)</i>	Statewide Definition
<b>salaries</b>	
<b>Elementary school</b>	Grade range K–8 or a subset within the range (e.g., K–3, 7–8).
<b>High risk elementary school</b>	A high-risk elementary school is defined as a school that reflects one or more of the following criteria: schools with 20% or more special education, 30% or more minority, or 10% or more limited English proficiency (LEP).
<b>High risk high school</b>	A high-risk high school is defined as a school that reflects one or more of the following criteria: 20% or more special education, 30% or more minority, or 10% or more LEP.
<b>High school</b>	A high school is defined as a school with a grade span of 7 to 12. Maine has schools with grade ranges up to K–12. The high school grade range was expanded from the typical 9–12 to 7–12 to avoid eliminating 13 small combined schools from the equity plan.
<b>High Minority School</b>	High minority schools are defined as schools with 7% of the students as a race other than White.
<b>High Poverty School</b>	High poverty schools are defined as schools with 53% or more students receiving FRL
<b>Isolated small schools</b>	<p>Isolated-Small Elementary School Qualifications:</p> <ul style="list-style-type: none"> <li>• K–8 schools: Fewer than 15 students per grade level; number of school options available fewer than five; nearest school is more than eight miles away</li> <li>• Non-K–8 schools: Fewer than 29 students per grade level; number of school options available fewer than five; nearest school is more than eight miles away</li> </ul> <p>Isolated-Small Secondary Schools Qualifications:</p> <ul style="list-style-type: none"> <li>• Fewer than 200 students per school; distance from furthest point in the district to nearest high school is at least 18.5 miles; distance between the high school and nearest high school is more than 10 miles</li> </ul> <p>Island School Qualifications:</p> <ul style="list-style-type: none"> <li>• Islands operating schools</li> </ul>
<b>Principal turnover</b>	Principal turnover is defined as the three-year average of the number of principals per school who are not at the same school the next year relative to the number of principals at the school each year.
<b>Teacher</b>	Maine includes the following positions based on collection of LEA staff data: Classroom Teacher, Literacy Specialist and Special Education Teacher.
<b>Teacher turnover</b>	Teacher turnover is defined as the three-year average of the number of teachers per school who are not teaching at the same school the next year relative to the number of teachers at the school.
<b>Unqualified teachers</b>	Unqualified is defined as a teacher with no certification or no endorsement as a literacy specialist. This definition may warrant reconsideration in the future. During the April 23, 2015, Maine DOE meeting, we made the decision to maintain this definition as is because all root cause analysis by stakeholder groups was based on this definition.

**B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

On the basis of data generated by the Maine DOE, stakeholder input, and additional DOE working group analysis, the Maine DOE identified three key equity gaps:

1. Students from high-poverty, isolated-small, and high-risk schools are served by inexperienced and out-of-field teachers more often than are students in other settings.
2. Students in high-risk, isolated-small schools and high-poverty schools are served by teachers who work in the school for shorter periods of time (higher turnover) than are students in other settings.
3. Students in high school are served by principals who work in the school for shorter periods of time (higher turnover) more often than are students in elementary schools and, overall, principal turnover is higher than teacher turnover.

This exhibit shows that teacher and principal turnover is highest in high-poverty, isolated-small and high-risk schools AND that students in high-poverty and isolated-small schools are disproportionately served by inexperienced and out-of-field teachers.

**Exhibit 19. Maine Elementary School Equity Gaps in School Year 2013–14**

Elementary Schools <sup>1</sup>	School Count <sup>1</sup>	Inexperienced Teachers <sup>2</sup>	Out of Field Teachers <sup>2</sup>	Unqualified Teachers <sup>2</sup>	Average Salary <sup>3</sup>	Teacher Turnover <sup>3</sup>	Principal Turnover <sup>3</sup>
All Schools	467	8.6%	3.0%	0.4%	\$49,125	14.6%	15.1%
High-Poverty Quartile (63% or more FRL)	121/467	10.5%	4.5%	0.6%	\$45,389	15.9%	16.8%
Low-Poverty Quartile (37% or less FRL)	116/467	7.5%	3.0%	0.5%	\$54,240	14.0%	14.0%
High-Minority Quartile (8.3% or more)	118/467	9.2%	3.1%	0.4%	\$51,347	15.4%	13.1%

<b>Elementary Schools <sup>1</sup></b>	<b>School Count <sup>1</sup></b>	<b>Inexperienced Teachers <sup>2</sup></b>	<b>Out of Field Teachers <sup>2</sup></b>	<b>Unqualified Teachers <sup>2</sup></b>	<b>Average Salary <sup>3</sup></b>	<b>Teacher Turnover <sup>3</sup></b>	<b>Principal Turnover <sup>3</sup></b>
Low-Minority Quartile (3.5% or less)	118/467	9.1%	3.2%	0.4%	\$46,390	14.5%	14.3%
High Risk- Y	172/467	9.4%	3.7%	0.4%	\$53,532	15.4%	16.1%
High Risk – N	295/467	8.2%	2.6%	0.5%	\$49,629	14.2%	14.6%
Isolated-Small Schools – Y	53	15.6%	5.7%	1.4%	\$45,310	19.8%	18.6%
Isolated-Small Schools – N	415	8.3%	2.8%	0.4%	\$49,311	14.0%	14.7%

<sup>1</sup> Sources: MEDMS Infrastructure and Infinite Campus State Edition

<sup>2</sup> Sources: MEDMS Staff System and Educator Credentialing System

<sup>3</sup> Source: MEDMS Staff System

The next exhibit shows that students in high-risk and high-poverty schools experience higher rates of teacher and principal turnover than those in high-poverty and not high-risk schools. Teacher turnover is significantly higher in isolated-small schools but there is little difference in principal turnover. Students in high-poverty, isolated-small schools and high-risk schools are more frequently disproportionately served by inexperienced and out-of-field teachers than students in other settings. Principal turnover is overall higher than teacher turnover in high schools.

#### **Exhibit 20. Maine High School Equity Gaps in School Year 2013–14**

<b>High Schools <sup>1</sup></b>	<b>School Count <sup>1</sup></b>	<b>Inexperienced Teachers <sup>2</sup></b>	<b>Out of Field Teachers <sup>2</sup></b>	<b>Unqualified Teachers <sup>2</sup></b>	<b>Average Salary <sup>3</sup></b>	<b>Teacher Turnover <sup>3</sup></b>	<b>Principal Turnover <sup>3</sup></b>
All Schools	120	8.4%	4.8%	1.8%	\$50,522	11.4%	16.9%
High-Poverty Quartile (53% or more FRL)	31/120	9.5%	6.0%	2.3%	\$48,767	12.3%	14.7%
Low-Poverty Quartile (30% or less)	31/120	7.1%	4.2%	3.8%	\$55,177	11.1%	14.0%

FRL)							
High-Minority Quartile (7.0% or more)	30/120	8.1%	4.8%	2.2%	\$52,998	11.2%	20.3%
Low-Minority Quartile (4.0% or less)	32/120	8.9%	3.6%	0.7%	\$48,294	10.9%	21.6%
High Risk - Y	42/120	8.7%	5.9%	2.1%	\$49,790	14.4%	17.1%
High Risk - N	78/120	8.3%	4.4%	1.7%	\$50,803	9.9%	16.7%
Isolated-Small Schools – Y	8	15.5%	7.2%	1.0%	\$42,204	17.3%	16.7%
Isolated-Small Schools – N	112	8.2%	4.8%	1.8%	\$50,716	11.0%	16.9%

<sup>1</sup> Sources: MEDMS Infrastructure and Infinite Campus State Edition

<sup>2</sup> Sources: MEDMS Staff System and Educator Credentialing System

<sup>3</sup> Source: MEDMS Staff System

**C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- i. The rates and differences in rates calculated in 5.3.B;
- ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

The Maine DOE is in the process of developing a presence on its website (<http://www.maine.gov/doe/index.html>) where it will publish and annually update the status of its equity goals.

**D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most

*significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.*

On the basis of data generated by the Maine DOE, stakeholder input, and additional DOE working group analysis, the department identified three primary causes of the equity gaps described in 5.3.B:

- **Inexperienced and out-of-field teachers**
- **High turnover of teachers** working in high-needs schools
- **High turnover of principals** working in high-needs schools

**E. Identification of Strategies.** *If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:*

- i. *Designed to address the likely causes of the most significant differences identified in 5.3.D and*
- ii. *Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.*

Once root causes were identified, the department and its Equity working group brainstormed potential strategies and landed on three key strategic areas that the state would initially pursue. The Maine DOE intends to use Title II funds and/or allowable funds from other programs to fully execute the following key strategies, substrategies and associated root causes as determined by the Maine DOE Equity Working Group.

Three strategies areas were identified:

- Strategic Area 1. Recruitment and Retention
- Strategic Area 2. State Policies Driven Incentives
- Strategic Area 3. Educator Preparation Enhancements

**Exhibit 21. Likely Causes and Strategies**

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<p><b>Strategic Area 1: Recruitment and Retention</b></p> <p>We believe that the data and root cause analyses call for the adoption and coordination of policies for recruitment, hiring, and retention. The substrategies in the</p>	<p><b>Substrategy: Identify and Develop Recruitment Strategies.</b> Maine will identify and share recruitment strategies and tools developed by the TIF/MSFE human capital management system (HCMS) workgroups to help LEAs attract and retain current and potential high-quality educators (principals and teachers) to high-poverty, isolated-small, and high-risk schools. The Maine DOE will recommend that institutions of higher education in the state include recruitment events with hard-to-staff schools through local educator preparation programs. Research shows that teachers and leaders often prefer to work close to where they grew up (Boyd, et al 2008). With this information in mind,</p>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<p>next column were developed from the key ideas that emerged from the stakeholder focus groups.</p>	<p>we will ensure that these campaigns take into account the geographic location of targeted schools. Recruitment incentives may include scholarships to work in targeted schools, loan forgiveness, and longevity bonuses in these settings. The PK–16 Leadership Council, which includes representatives from higher education, K–12 teachers and leaders, the Maine Principal Association, the Maine Education Association, business, and other organizations, will continue their work together to promote strategies that improve educational outcomes for all students.</p> <p><b>Substrategy: Longevity Incentives for Educators.</b> Recognizing the insufficiency of teacher and principal salaries to attract and retain excellent educators in high-poverty, isolated-small, and high-risk schools, the Maine DOE will recommend that districts adopt longevity incentives. The Maine DOE will engage the Maine Education Policy Research Institute (MEPRI) to identify successful strategies used in other rural states and seek funding from the legislature to pilot longevity incentives with a small group of high-poverty schools. The incentives for teaching in high-poverty schools are particularly important to our equitable access planning because such incentives help to counteract the tendency of experienced educators (both principals and teachers) to move to lower poverty schools, and they provide appropriate additional compensation to teachers willing to work in the most challenging schools. To enable these districts to retain talent, the department will encourage districts to work with business leaders and community organizations to generate funding to support longevity pay as a way to attract talented college students and career changers to the profession. Careful consideration must be given to the strategies related to funding. This plan recognizes the need for stakeholder engagement in the development of potential funding strategies, in addition to drawing on the innovative pay practices, resources, and lessons learned generated through TIF/MSFE, specifically as they relate to ways in which performance-based reward and/or leadership and growth recognition can be structured to align with and drive district goals and priorities.</p> <p><b>Substrategy: Provide Educator Career Advancement Opportunities in High-Poverty Schools.</b> In recognition of the relative lack of career advancement opportunities available to educators in high-poverty schools, the Maine DOE will strongly encourage LEAs to create teacher leader programs, particularly in high-poverty schools, and expand opportunities for teacher-led schools. Supporting the success</p>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
	<p>of teacher leadership has been a high priority of Maine’s Teach-to-Lead Committee, whose mission is to promote and expand teacher leadership in all Maine schools by advocating for and supporting teacher leadership as a means to promote school improvement, preparing and developing potential and current teacher leaders, and sharing best practices for teacher leadership statewide through a presence on the department website (<a href="http://www.maine.gov/doe/teacher-leadership/index.html">http://www.maine.gov/doe/teacher-leadership/index.html</a>).</p> <p><b>Substrategy: Strengthen Principal Leadership.</b> Stakeholders were clear in expressing that effective principal leadership is fundamental to school climate and teacher satisfaction and longevity. Toward this end, strengthening principal leadership is a significant component of retaining and recruiting teachers. The Maine DOE will recommend that the State Board of Education consider tiered certifications for principals in the revision of the certification statutes and regulations. The Maine DOE will also recommend that the Maine DOE, MEA, and the Maine Principals Association collaborate on recruitment strategies to identify teachers who would make strong candidates for the position of principal.</p> <p>The Maine DOE will continue to expand supports for school leadership offered through our system of ESEA supports for struggling schools to include high-poverty, isolated-small, and high-risk schools. Currently, school improvement specialists provide coaching in the use of Dirigo Star, a resource with demonstrated effectiveness in high-poverty and isolated-small schools.</p>



Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<p><b>Strategic Area 2: State Policy–Driven Incentives</b></p> <p>We believe that a key strategy for decreasing gaps in access to excellent educators is for the Maine DOE to shape policy incentives within its control to minimize obstacles to teachers and principals. The substrategies in the next column were developed from the key ideas that emerged from the stakeholder focus groups.</p>	<p><b>Substrategy: Collect Data to Better Understand Attendance Issues.</b> Stakeholders reported that educators who work with chronically absent students often face greater obstacles in their teaching than do educators whose students attend school regularly. Stakeholders identified poor attendance as a significant challenge and root cause for turnover for teachers in high-poverty schools. The Maine DOE will recommend that the Joint Committee on Education and Cultural Affairs and MEPRI, which serves as the research arm for the Joint Committee on Education and Cultural Affairs, conduct research on attendance in high-poverty, isolated-small, and high-risk schools to verify that poor attendance is a root cause of turnover. In the meantime, the Maine DOE will also encourage SAUs to collaborate with Count ME In to improve strategies for increasing student attendance.</p> <p><b>Substrategy: Expansion of Certification Areas.</b> The Maine DOE will work with the State Board of Education to expand certification areas to create new certifications and endorsements that address current needs, while adequately preparing educators, to provide greater flexibility to schools. For example, the Maine DOE is currently engaged in conversation about the addition of a STEM certification earned through matriculation in a prescribed undergraduate degree. The proposed course of study could provide the basis for a 7–12 STEM certification in physical science, engineering, mathematics, and computer science. This certification, which has been a long-standing need, would also provide increased flexibility in recruitment in schools disproportionately served by out-of-licensure educators in mathematics and science.</p>
<p><b>Strategic Area 3: Educator Preparation Enhancements</b></p> <p>We believe that a key strategy for decreasing gaps in access to excellent educators is to strengthen the teacher and principal preparation. The substrategies in the next column were developed from the key ideas that emerged from the stakeholder</p>	<p><b>Substrategy: Reassess and Strengthen Teacher Preparation Programs.</b> The Maine DOE will convene teacher preparation program leadership to reassess the preparation provided to educators entering high-poverty and isolated-small schools and high-risk school settings. The department will work with teacher preparation programs to evaluate course requirements and additional placement strategies for ensuring that new teachers have student teaching experiences in high-poverty and isolated-small schools and high-risk school settings by offering housing for teachers in these settings and providing online mentoring. In addition, the Maine DOE will encourage the institutions of higher education to consider policies that support loan forgiveness programs for educators who teach in these settings.</p>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
focus groups.	<p>To drive this work and strengthen the partnership between PK–12 districts and higher education, the department will build on its current Educator Preparation and Employment PK–16 Leadership Council, with membership from higher education institutions; PK–12 superintendents, principals, and teachers; as well as members of the Maine Teachers of the Year Network, Maine National Board Certified Teachers Network, business community, and State Board of Education.</p> <p><b>Substrategy: Certification Requirements.</b> The Maine DOE will work with the Maine Principals Association and State Board of Education to consider changes to the certification requirements to include coursework or mentorships that will give principals experiences and strategies related to changing economics and demographics in rural Maine communities and development of community champions and partnerships to support student success.</p>

***F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating **all** differences in rates.*

During the 2017–18 school year, the Maine DOE intends to revisit equity data to determine the status of any gaps and to reaffirm appropriate strategies.

## Section 6: Supporting All Students

Since the legislative adoption in 1997 of the Maine Learning Results, Maine has been committed to providing equitable opportunities for students to learn and demonstrate understanding at a level of competency that supports continued learning and preparedness for productive citizenship.

Since January 2012, the Maine DOE's strategic plan has been focused on building on the great work under way in Maine schools and working to move from a century-old model of schooling to a more effective, learner-centered approach through a steady focus on a handful of core priorities organized around meeting the individual learning needs of all students.

- **Effective, Learner-Centered Instruction**  
Closest to the learners are the instructional practices used in the classroom. This core priority area concerns the standards and curricula, classroom practices and instructional techniques, assessment of student learning, and use of data to inform decision making.
- **Great Teachers and Leaders**  
Effective instructional practices cannot be applied without effective teachers and school leaders, the second core priority area. Ensuring that every student is surrounded by great teachers means focusing on the need to provide top-quality preparation and ongoing support to the state's teachers and leaders.
- **Multiple Pathways for Learner Achievement**  
Building a system of schooling that meets the needs of all students will require building an educational system with unprecedented flexibility and multiple avenues for student success. Creating multiple pathways for student achievement must be a central focus of our efforts.
- **Comprehensive School and Community Supports**  
For learners to be successful, a comprehensive network of school and community supports is critical. We must ensure that learners have access to the services they need to be successful and that families and the broader community outside the school walls are engaged as partners in teaching and learning.
- **Coordinated and Effective State Support**  
Every effort must also be made to align the entire educational system carefully so that learners can move seamlessly from one educational opportunity to the next. Technology must be integrated seamlessly and systemwide, and we must put a new accountability structure into place.

In May 2012, the Maine legislature adopted requirements for a proficiency-based diploma, setting a vision that every student in Maine will graduate prepared for postsecondary career and college choices.

Maine's proficiency system is based on successful student demonstration of skills in the content areas of Maine's College and Career Ready standards **and** the Guiding Principles. This proficiency system is Maine DOE's means of defining "well-rounded education for Maine's students", which involves a system of opportunities all the way through the education continuum in order for students to be college and career ready. The Guiding Principles state that each Maine student must leave school as:

**A. A clear and effective communicator who:**

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication according to the audience
- Uses a variety of modes of expression (spoken, written, and visual and performing, including the use of technology to create and share the expressions)

**B. A self-directed and lifelong learner who:**

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility, including the ability to learn, unlearn, and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

**C. A creative and practical problem solver who:**

- Observes and evaluates situations to define problems
- Frames questions, makes predictions, and designs data and information collection and analysis strategies
- Identifies patterns, trends, and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response, and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources, and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

**D. A responsible and involved citizen who:**

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

#### **E. An integrative and informed thinker who:**

- Gains and applies knowledge across disciplines and learning contexts and in real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

#### **6.1 Well-Rounded and Supportive Education for Students.**

*Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*

*The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:*

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

- A. *The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and*

*Note: The italics that are reflected at the end of each of the paragraphs in this section provide the core priority of the Maine Strategic Plan that is addressed by the activity described.*

Over the years, the Maine DOE has learned from our successes and our mistakes and have continually refined our efforts to build a well-rounded and supportive educational system informed by the ever-growing body of research on human growth and development and teaching and learning. We continue to improve in our use of data on teaching and learning as we build a

seamless system Pre-K-Adult. The myriad of funded initiatives in this section can and will continue to be leveraged to support the tiered system of comprehensive support. Examples of our current efforts, which will continue, follow:

### **ESSA and Early Childhood Education**

The Maine DOE has a number of key initiatives in high-quality public preschool programming and linkages from Prek-3<sup>rd</sup> grade. They align with the Strategic Plan framework adopted by the department in 2012. The framework consists of the following areas: *Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Supports; and Coordinated and Effective State Support.*

### **Chapter 124 Public Preschool Program Standards**

In 2015–16, program standards for new and expanded public preschools were adopted as a Maine DOE regulation. In the 2017–18 school year, all district preschools will need to meet these high-quality standards. Among the standards are class size maximum of 16, 1:8, teacher-child ratio, and research-based screening, assessments, and curricula.

The Maine DOE has begun intensive work supporting the implementation of these standards with Preschool Expansion Grant (PEG) classrooms, specifically focusing on training and coaching on high-quality instructional strategies and measuring the impact using the Classroom Assessment Scoring System (CLASS). The goal is to offer and to encourage these kinds of supports to all public preschools in the state (*Coordinated and Effective State Support*).

The Maine DOE staff have begun monitoring all preschool classrooms by using a protocol that follows the standards in Chapter 124. Each preschool classroom will receive a CLASS observation by a certified CLASS observer. A district receives a report after the visit, which includes “Strengths, Recommendations and /or Findings”.

Every district must complete an online annual report at the end of each school year.

### **Maine’s Early Learning and Development Standards (MELDS) and Maine’s K–12 Learning Results**

Maine revised their early learning standards—what children should know and be able to do by kindergarten entry—in 2015. They were aligned with infant and toddler standards at 36 months and end-of-kindergarten standards so that teachers see a continuum of development across all developmental and learning domains. The Maine DOE is using funds from the PEG to begin the creation of a website with resources and video clips of high-quality instructional practices that demonstrate activities that cross multiple domains (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Early Childhood Professional Learning Communities (PLCs)**

Eleven districts in Maine’s PEG have begun PLCs that consist of a preschool teacher, kindergarten teacher, principal, district-level person responsible for curriculum decisions, and Head Start partner. The goal of the PLCs in 2016–17 is to align curriculum and assessment or family engagement between preschool and kindergarten. Each district will create a “product” that can be used as a model or template to be shared statewide. In the 2017–18 school year, the PLCs will include a Grade 1 and a Grade 2 teacher and a representative from the birth-to-age-three group (*Comprehensive School and Community Supports*).

### **Curriculum Alignment**

The preschool programs in the Preschool Expansion Grant districts are using an evidence-based curriculum that addresses all the domains. The Maine DOE is working on plans to support kindergarten teachers who want to use a curriculum that aligns with and continues the focus on all domains in a more intentional way. Staff at the Maine DOE have been working with Boston Public Schools and their trainers and coaches to adapt their kindergarten curriculum in Maine. The Maine DOE would like to have model kindergarten programs that are evidence based and achieve Maine's Learning Results with attention to whole child development and learning. The state will encourage use of district funds to support these efforts (*Effective, Learner-Centered Instruction*).

### **Kindergarten Entry Assessment (KEA) and K–3 Formative Assessment**

Maine has been part of a 10-state consortium on an Enhanced Assessment Grant (EAG) with the North Carolina DOE. Over the past three years, kindergarten and Grades 1, 2, and 3 teachers have piloted and are currently field testing a whole child formative assessment. The Maine DOE's goal is to train some of these teachers to become trainers and begin to build capacity at the local level. The KEA has steered kindergarten teachers to look at developmental indicators that they may not have focused on previously (e.g., social-emotional and fine motor development). This has led them to consider the curriculum implications for these domains (*Multiple Pathways for Learner Achievement*).

### **Principal Leadership in Early Childhood Education**

The Maine DOE staff are planning to develop a webinars and online courses to help elementary principals support high-quality preschool and kindergarten programming (*Great Teachers and Leaders*).

### **Literacy for ME**

Since 2012, the Maine DOE has been implementing a statewide literacy plan, Literacy for ME. This initiative guides literacy education efforts provided by the Maine DOE and supports community literacy team efforts in local Maine communities. The Literacy for ME initiative is advised by a State Literacy Team composed of stakeholders with literacy education expertise across the spectrum from birth to adulthood. Numerous resources related to literacy education have been produced and shared as a result of the initiative. Partnerships have been formed with a variety of organizations that support literacy education. In addition, approximately 30 Maine communities have formed literacy teams to bolster literacy education efforts at the local level, with additional teams being formed in the 2016–17 school year. The Literacy for ME initiative supports a variety of literacy education efforts related to early childhood education, including the development of a tool kit for parental involvement (*Comprehensive School and Community Supports, Coordinated and Effective State Support*).

### **Family Engagement**

Family engagement efforts have been an ongoing part of early childhood education efforts supported by the Maine DOE. Schools receiving Title I funding are obligated to include family involvement activities as part of their funding awards, and Maine's Title I office provides guidance for accomplishing this task. In addition, through Adult Education efforts, many Maine communities have family literacy programs that provide intergenerational literacy education designed to support parents and children from birth to age 8 in bolstering their literacy abilities. Innovative models for family literacy exist in Maine, including the Chippy Center in Fort Kent

and an online model serving the highly rural and geographically large Regional School Unit #3 communities. These programs can serve as models for enhancing and extending family involvement efforts (*Comprehensive School and Community Supports*).

## **Middle School through High School Teaching and Learning Supports**

### **English Language Arts**

#### **English Language Arts Professional Learning**

The ELA and Literacy content specialists provide ongoing professional learning related to Maine's ELA standards through statewide, regional, and district-level workshops, including coordination with Institutions of Higher Education. Professional learning is conducted through in-person workshops and summer institutes, as well as through online platforms. The content of the workshops focuses on building understanding of the ELA standards, instructional strategies and shifts needed to implement the standards, and methods of assessment for determining proficiency with the standards. Topics of focus often involve state-level data examination to determine student learning needs (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

#### **Working Smarter, Not Harder Formative Assessment Network**

A Title II project, the Formative Assessment Network (FAN), builds educator knowledge and skill at employing formative assessment strategies in ELA to boost student proficiency. This is a statewide effort led by the Maine DOE ELA and Literacy content specialists, as well as teacher leaders from across Maine. The FAN meets three times a year in four different regions of the state (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

#### **College Board and DOE Collaboration for Professional Support**

The Maine DOE ELA and math specialists are supporting Maine teachers as they evaluate state high school assessment results and access the suite of tools from College Board and Khan Academy to better understand Maine's content standards and encourage student progress toward college and career readiness. This is ongoing work between content area specialists and College Board providing support for teachers in supporting students prepare for the SAT (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support; Comprehensive School and Community Supports*).

#### **Literacy Faculty Group and Celebrating Children's Literature Conference**

The Maine DOE Literacy Specialist annually collaborates with faculty who teach literacy-related courses for preservice educators at Maine's institutions of higher education. This relationship includes quarterly networking meetings during which the group engages in study of ELA standards and related instructional strategies. Annually, the Literacy Faculty Group sponsors a daylong conference for preservice educators focused on key ELA topics to build preservice teacher knowledge (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **MoMENTum K–3 Literacy Pilot**

This pilot project is designed to support teachers and students in high-poverty schools with low literacy achievement. The pilot provides ongoing literacy-related professional learning, including in-class coaching, to K–3 teachers in nine Maine schools (one per superintendent region). In addition, the pilot provides one-to-one iPad technology for students and professional learning for



teachers in how to use this technology to boost student literacy achievement (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Support; Coordinated and Effective State Support*).

### **CTE and ELA intersections**

The Maine DOE has collaborated with CTE program teachers and ELA teachers to identify intersections where students naturally demonstrate application of literacy skills aligned to Maine's ELA content standards, and they will continue to refine the intersections. This work has benefited both content and program teachers as they better understand the well-rounded development of students (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

### **Collaborate Support for Professional Learning**

The Maine DOE and the Maine Council of English Language Arts work cooperatively to identify the current needs of teachers and provide timely opportunities and support for continued improvement. Recent and planned areas of focus include instruction of grammar usage and mechanics, strategies to improve close analysis of complex and varied texts, and various methods of using technology to improve literacy skills (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

## **Mathematics**

### **Early Mathematical Diagnostic and Intervention**

The Maine DOE mathematics specialist is working with a group of classroom teachers to revise the Early Mathematical Thinking program to align to our current state standards and expand the program to include prekindergarten through Grade 5. Once the program is revised and piloted, large-scale training is planned (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Math4ME**

The Maine DOE mathematics specialists develop and facilitate professional development training for special educators and classroom teachers and support the Math4ME coach to create and revise the fidelity check instrument and review completed fidelity checks (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Connecting Mathematics Instruction: Digging Deep Into the Content**

The Maine DOE mathematics specialists developed this two-part professional development to support teachers in developing an understanding of the progression of student learning and understanding within the K–12 domain. Professional development is offered in three locations in the state, and 230 participants are registered to attend, representing K–12 educators, curriculum coordinators, and higher education staff (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Maine Community of Teacher Leaders (MCTL)**

The Maine DOE mathematics specialists collaborated with the Association of Teachers of Mathematics in Maine (ATOMIM) and developed these Title II 18 teacher leaders as they develop and deliver a two-part dine-and-discuss regional professional development opportunity focused on formative assessment and instruction. This is year two of the work.

(<https://atomim.wildapricot.org/dinediscuss>; *Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **Certificate in Math Leadership: University of Maine in Farmington**

The Maine DOE mathematics specialists collaborated with University of Maine in Farmington to develop a four-course series certificate in math leadership—math coaching, math interventionist, RTI coordinator, Title I math teacher, or a grade-level teacher leader

<http://www2.umf.maine.edu/gradstudies/certificate/math/> (*Great Teachers and Leaders*).

#### **Maine Mathematics Coaching Project: University of Maine in Farmington**

The Maine DOE mathematics specialists collaborated to develop this project, which is designed to support PK–8 teachers transitioning to the role of elementary mathematics coaching

<http://www2.umf.maine.edu/gradstudies/maine-mathematics-coaching-project/> (*Great Teachers and Leaders*).

#### **Focus/Priority School**

The Maine DOE mathematics specialists collaborate with school improvement specialists to develop administrators' capacity to support effective mathematics instructional practices (*Great Teachers and Leaders*).

#### **CTE Intersection Workshops**

The Maine DOE mathematics specialist will continue to facilitate trainings with CTE instructors and academic high school mathematics teachers to look for intersections between program (industry) standards from the CTE courses and Maine's college- and career-readiness standards (mathematics content and practice standards) and the career education standards and guiding principles. The intersections work is articulating the multiple pathways that students can use to reflect their proficiency in Maine college- and career-readiness standards (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

#### **Development of a New Certification: Mathematics Instructional Leaders**

Currently in rulemaking, this certification would be for K–12 mathematics leaders who could be math coaches (supporting teachers) and/or math interventionists (supporting struggling students) (*Great Teachers and Leaders*).

#### **Science and Technology**

##### **Formative Assessment and Three-Dimensional Instruction in Science**

The Maine DOE Science Specialist designed this Title II–funded project to build the capacity of teacher leaders in formative assessment and three-dimensional instruction in science so that they may in turn facilitate their students' conceptual understanding and deep learning of science (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

##### **Supporting the Development of Pedagogical and Content Knowledge of Teachers**

The Maine DOE Science Specialist collaborates with several professional organizations across Maine to support the continued development of teacher capacity (e.g., Advisory Board Research in Science Education (RiSE), Maine Science Teachers Association, STEM Collaborative, and Advisory Board E in STEM—a grant to get more engineering in classrooms).

Examples of opportunities include using a “train the trainer” model to build teacher leaders’ capacity before they work within a PLC back in their own districts and using a Dine & Discuss model to raise awareness of content and pedagogy with classroom teachers (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support*).

### **Health Education and Physical Education**

Health education (HE) and physical education (PE) have been key content areas since Maine's Educational Reform Act of 1984 and in the college- and career-ready standards since the inception of the Maine Learning Results (MLRs) in 1997. These build on the guiding principles of the MLRs, also known as Maine College- and Career-Ready Standards as well. HE and PE contribute to 21st century skills other than academic skills, while also recognizing the components of social, emotional, and physical health to further academic success. Being proficient in HE and PE means students graduate ready to engage in physically active lifestyles and are able to successfully practice behaviors that protect and promote health and avoid or reduce health risks.

### **Health Education and Physical Education Professional Learning**

The HE and PE content specialists support preschool through Grade 12 HE and PE curriculum, instruction, and assessment in the following ways:

- Identify, plan, deliver, and evaluate statewide and regional professional development for classroom teachers, content specialists, special education teachers, and administrators, as well as agency personnel and partners who also support student and school health
- Provide resources for teachers, administrators, students, parents, and agency personnel through e-mail sharing, website pages, and trainings
- Provide supports to school personnel through individualized technical assistance to district, regional, and statewide trainings; webinars; and an electronic newsletter
- Provide professional development on HE and PE curriculum, instructional strategies, and assessment for teachers of all students, as well as targeted trainings on research-based programs for at-risk students (e.g., LBGTQ, children with disabilities, and homeless)
- Provide school HE- and/or PE-related trainings for intra-agency, interagency, and nongovernmental partners who work with schools, as well as targeted trainings on research-based programs for at-risk students (e.g., LBGTQ, children with disabilities, and homeless)
- Provide expertise and best practices in developing, implementing, and evaluating policy, guidance documents, and programs related to HE, PE, and school health (suicide prevention, substance use prevention, bullying and child abuse prevention, comprehensive sexuality education, and so on) (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support; Comprehensive School and Community Supports*)

### **School Health Profiles**

The HE and PE consultants are responsible for the School Health Profiles, which gather data from principals and lead health education teachers (in even years) on most components of the Whole School, Whole Child, Whole Community model, including HE and PE curriculum content and training, practices related to bullying and sexual harassment, school health policies including

tobacco and nutrition, school-based health services, family engagement and community involvement, and school health coordination. Consultants are also responsible for the department's role in the planning, administration, and reporting of student self-reported health risk behaviors and protective factors through the Maine Integrated Youth Health Survey (in odd years and including the federal Youth Risk Behavior Survey).

To ensure high-quality proficiency-based HE and PE for all Maine students, a cadre of HE and PE teachers funded through Title IIA are being trained in leadership and presentation skills and in teaching and pedagogical knowledge and skills in order to improve their own teaching practices and to deliver professional development to colleagues statewide preschool through high school and higher education. All of the work of the HE and PE program intentionally aligns to the core priorities of Education Evolving (*Comprehensive School and Community Supports*).

### **Teacher Leadership Development**

To ensure high-quality proficiency-based HE and PE for all Maine students, a cadre of HE and PE teachers funded through Title IIA are being trained in leadership and presentation skills and in teaching and pedagogical knowledge and skills in order to improve their own teaching practices and to deliver professional development to colleagues statewide preschool through high school and higher education (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support*).

### **Visual and Performing Arts (VPA)**

#### **Creative Assessment Webinar Series**

This is an archived four-part series on creative assessment strategies for the VPA classroom. They are run live and then archived on the VPA professional development page. We have completed three of the four, and the remaining webinar is scheduled for April 12. Each webinar has averaged 80 participants (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **Creative Assessment Cohorts (Northern and Southern)**

There are two cohorts of teachers, one that meets at UMO and the other at MECA in Portland. The Maine DOE VPA specialist meets with the two cohorts three times during the year to explore the concepts from the webinars more in depth and also using their own lessons and units. They have met twice and will meet again in March for the final in-person meeting. At the conclusion, each member will have implemented creative assessment in at least one unit of their teaching this year and documented the experience in what they are calling a learning story. Sixty teachers are involved in these cohorts (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **Fresh Chapters Book Study**

This is a virtual book study with 30 teachers. They have read and are discussing Ken Robinson's *Creative Schools* book. The discussion was completed in February, and another book study is planned to begin in early March (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **Arts Integration Resource Project Fellows**

Building off the success of the Arts Integration Resource Project, where teams of teachers met to create arts integrated units, the VPA specialist has designed a project that follows two teams as they actually implement arts integration into their classes. These teams have been integrating all

year and will continue throughout this school year. The teams are documenting and reflecting on the process throughout the project. The Maine DOE's VPA specialist meets with the teams regularly and also does periodic visits to support the work and offer an outside evaluation of the unit (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Creating Artful Early Childhood Classrooms**

The Maine DOE VPA specialist and the Maine DOE Early Childhood Specialist Sue Reed are collaborating to offer this professional development to teams of visual art teachers and early childhood teachers with the goal of helping them to develop strategies to more regularly and with more fidelity offer visual art opportunities to early childhood students. These teams meet for in-person professional development three times throughout the school year, with online meetings in-between. They have met in person once and met for the second time on Friday, January 27 (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Visual and Performing Arts Assessment Conference, June 26-28 at USM**

This summer VPA teachers will have the opportunity to work with national arts assessment experts to create their own summative assessment for demonstrating proficiency in the VPAs. This summer conference will kick off a piloting and benchmarking project that will take place during the 2017–18 school year; VPA teachers will pilot these assessments, and teams of VPA teachers will benchmark the results for proficiency to attempt to create a resource of what proficiency in VPA actually looks like in Maine (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Proficiency-Based Learning and Proficiency-Based Diploma System Support**

This provides education leadership and expertise to organizations and educators statewide on a variety of systemic change topics involving standards, curriculum, instruction, and assessment for the purpose of supporting educators as they build systems to support student learning and demonstration of proficiency in order for students to graduate prepared for career and college choices.

This support designs structures and supports such as collaborative coaching visits and a peer review process so educators may refine their structures, policies, practices, patterns of actions, and principles to increase the opportunity for each student to learn and demonstrate growth and proficiency in the standards of the system of learning results (*Effective, Learner-Centered Instruction; Great Teachers and Leaders, Coordinated and Effective State Support; Comprehensive School and Community Supports*).

### **Regional Education Support Services**

Primary responsibilities include developing ongoing interaction with school personnel and community representatives; serving as a Maine DOE representative and key contact for requests, information, and questions regionally and statewide; providing or brokering professional development opportunities, technical assistance, and other services to enhance teacher effectiveness and student and school performance; assisting districts with the implementation of the state education standards and associated assessments; promoting the commissioner's education initiatives regionally; and serving as a commissioner's representative to a superintendent region of the state and/or statewide specialist in a particular content area or area of expertise such as proficiency-based education. In a recent survey, Maine superintendents indicated the importance of the roles of the regional representatives for their regions and often described the regional representative role as the face of the Maine DOE (*Effective, Learner-*

*Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Supports; Coordinated and Effective State Support).*

- B. *The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.*

In addition to the ongoing work articulated in Section 6.1A, the Maine DOE will review the results of each SAU's comprehensive needs assessment in relationship to Maine's strategic plan core priorities and will refine the Maine DOE's technical assistance, resources, and professional development learning modules to promote equitable access. Building on the superintendents' regional framework, the department will use peer supports and enhance the proficiency-based educational system begun with statutory revisions in 2012. Maine is undergoing educational reform with equitable student outcomes at the center of teacher and leaders' work regardless of where students are located in Maine. There is recognition that multiple pathways will allow student engagement and success. The Maine DOE's multiple pathways are articulated in statute and are as follows:

- Career and technical education
- Alternative education programs
- Career academies
- Advanced placements
- Online courses
- Adult education
- Dual enrollment
- Gifted and talented programs
- Independent study
- Internships

Refinements to Maine's state statutes (reflected below) during Spring 2016 expanded the proficiency-based diploma framework to include career and technical education and an expanded timeline for implementation.

#### **“§4722-A. Proficiency-based diploma standards and transcripts**

Beginning January 1, 2017, a diploma indicating graduation from a secondary school must be based on student demonstration of proficiency as described in this section. The commissioner may permit a school administrative unit to award diplomas under this section prior to January 1, 2017, if the commissioner finds that the unit's plan for awarding diplomas meets the criteria for proficiency-based graduation under this section. [2011, c. 669, §7 (NEW).]

**1. Requirements for award of diploma.** In order to award to a student a diploma indicating graduation from secondary school, a school subject to the system of learning results established under section 6209 must:

A. [2015, c. 489, §2 (RP).]

A-1. Certify that the student has met all requirements specified by the governing body of the school administrative unit attended by the student; [2015, c. 489, §2 (NEW).]

B. Certify that the student has demonstrated proficiency in meeting state standards in all content areas of the system of learning results established under section 6209; [2015, c. 489, §2 (AMD).]

B-1. Phase in the following diploma requirements from the 2020–21 school year to the 2024–25 school year:

(1) For a student graduating in the graduating class of 2020–21, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, and social studies;

(2) For a student graduating in the graduating class of 2021–22, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least one additional content area of the student’s choice;

(3) For a student graduating in the graduating class of 2022–23, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least two additional content areas of the student’s choice;

(4) For a student graduating in the graduating class of 2023–24, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least three additional content areas of the student’s choice; and

(5) For a student graduating in the graduating class of 2024–25 and for each subsequent graduating class, certify that the student has demonstrated proficiency in meeting the state standards in all content areas.

C. Certify that the student has demonstrated proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and [2015, c. 489, §2 (AMD).]

D. [2015, c. 489, §2 (RP).]

E. Certify that the student has engaged in educational experiences relating to English language arts, mathematics, and science and technology in each year of the student’s secondary schooling. [2015, c. 489, §2 (NEW).]

[ 2015, c. 489, §2 (AMD) .]

**2. Method of gaining and demonstrating proficiency.** Students must be allowed to gain proficiency through multiple pathways, as described in section 4703, and must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performance, exhibitions, projects, and community service.

[ 2013, c. 176, §2 (AMD).]

**3. Exceptions.** Notwithstanding subsection 1, a student may be awarded a diploma indicating graduation from a secondary school in the following circumstances.

A. A student who is a child with a disability, as defined in section 7001, subsection 1-B, may meet the requirements of subsection 1 and become eligible for a diploma by demonstrating proficiency in state standards established in the system of learning results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's individualized education program by the student's individualized education program team pursuant to the requirements of chapter 301. [2015, c. 489, §2 (AMD).]

B. A student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education is eligible to receive a high school diploma from the secondary school the student last attended. [2015, c. 489, §2 (AMD).]

B-1. [2015, c. 489, §2 (RP).]

B-2. For the graduating class of 2020–21 and each subsequent graduating class, a student who has satisfactorily completed a state-approved career and technical education program of study and either met third-party-verified national or state industry standards set forth in department rules established pursuant to section 8306-B or earned six credits in a dual-enrollment career and technical education program formed pursuant to chapter 229 from a regionally accredited institution of higher education and who has successfully demonstrated proficiency in meeting state standards in the content areas and the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209 is eligible to receive a high school diploma from the secondary school the student last attended. A student may be awarded a high school diploma from the secondary school the student last attended in accordance with the phase-in of the following diploma requirements for the graduating class of 2020–21 to the graduating class of 2023–24:

(1) For a student graduating in the graduating class of 2020–21, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, and social studies;

(2) For a student graduating in the graduating class of 2021–22, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies, and at least one additional content area of the student's choosing;

(3) For a student graduating in the graduating class of 2022–23, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies, and at least two additional content areas of the student's choosing; and

(4) For a student graduating in the graduating class of 2023–24 and in each subsequent graduating class, the student has demonstrated proficiency in meeting the state standards in



the content areas of English language arts, mathematics, social studies, and at least three additional content areas of the student's choosing.

For the purposes of this paragraph, "content areas" refers to the content areas of the system of learning results established under section 6209. [2015, c. 489, §2 (NEW).]

C. [2013, c. 439, §4 (RP).]

D. A school administrative unit may award a high school diploma to a student who has met the standards set forth in a waiver request that was approved by the commissioner pursuant to section 4502, subsection 8. [2011, c. 669, §7 (NEW).]

The Maine DOE engaged a group of school administrative units last spring who were approaching the ability to provide proficiency-based diplomas within the next few years for a daylong peer review process. This led to significant discussions regarding comparability of expectations across the state. The department intends to continue these peer interactions in order to support the school administrative units in fine-tuning their proficiency-based expectations as they move closer to the statutory implementation dates.

Maine has had early college and dual enrollment between CTE and community colleges for a significant period of time, recognizing that students benefit from integrated learning opportunities. Maine has also had early college and dual enrollment of high school students with community colleges and institutions of higher education.

The Department will encourage the school administrative units (SAUs) to provide joint professional development with other SAUs whose staff have like areas of concentration. This will increase the mentoring and support across districts and communities of practice while braiding and blending the fiscal supports, providing efficiencies of scale.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

**C.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:*

- i. *Incidents of bullying and harassment;*
- ii. *The overuse of discipline practices that remove students from the classroom; and*
- iii. *The use of aversive behavioral interventions that compromise student health and safety?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

The Maine DOE will review current priorities to determine funding, such as bullying and school climate.

**D.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

### **MoMEntum K–3 Literacy Pilot**

This pilot project is designed to support teachers and students in high-poverty schools with low literacy achievement. The pilot provides ongoing literacy-related professional learning, including in-class coaching, to K–3 teachers in nine Maine schools (one per superintendent region). In addition, the pilot provides one-to-one iPad technology for students and professional learning for teachers in how to use this technology to boost student literacy achievement (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Support; Coordinated and Effective State Support*).

### **Collaborate Support for Professional Learning**

Maine DOE and the Maine Council of English Language Arts work cooperatively to identify the current needs of teachers and provide timely opportunities and support for continued improvement. Recent and planned areas of focus include instruction of grammar usage and mechanics, strategies to improve close analysis of complex and varied texts, and various methods of using technology to improve literacy skills (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

- E.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

The Maine DOE will continue current strategies to support parents, families, and communities, including regional and a school-level workshops, trainings, and technical assistance, as requested by districts or as indicated in evidence from monitoring.

## **6.2 Program-Specific Requirements.**

### **A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- i. *Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.*

Each SAU designates the program type and poverty measure within its Comprehensive Education Plan and for each school it expects to serve with Title I funds. If an SAU requests to serve a school with less than 40% poverty with a schoolwide model, the SAU will be required to submit a written request within the Maine Title I Schoolwide application to waive the 40% threshold. The SAU will be expected include a description of how the schoolwide program will serve the needs of all students in the school, including its lowest achieving students.

The criteria for approval include (1) the description of how the decision for a schoolwide program was made, including data from the school's Comprehensive Needs Assessment, and (2) a description how the choice of a schoolwide program will meet the needs of all students, including the lowest achieving students.

### **B. Title I, Part C: Education of Migratory Children.**

- i. *Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and*

*recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.*

Identification and Recruitment (ID&R) activities are conducted through the Identification Team and State Director in accordance with the state ID&R Plan to identify all migrant, seasonal, and temporary work in the state. Seasonal work activities that have been identified in the past and will continue to be actively monitored and recruited are picking blueberries (Maine's largest seasonal crop, bringing the most migrant workers to the state), broccoli, and apples and tree tipping. Temporary work that has been identified in the past and will continue to be actively monitored and recruited includes seafood (fish, sea urchins, lobster) processing. ID&R will take place through coordinated efforts and outreach with employers, landowners, leaseholders, community organizations, community leaders, and schools during the calendar year. Research will also be conducted for key industries that have not had qualifying activities and/or eligible migrant families in the past to ensure a comprehensive and thorough review.

Recruitment is conducted by means of in-field research and identification at business sites, community organizations, and school sites. Recruiters work year-round to ensure that children from birth to two years, prekindergarteners, and out-of-school youth are identified.

To verify the accuracy of the number of students in the state, the SEA verifies the enrollment count of students around the state. The SEA has a formal comprehensive quality control process, beyond the recruiter's determination, for reviewing and ensuring the accuracy of written eligibility information: Once a recruiter has determined eligibility and entered the information, it would be assigned a pending status; the ID&R coordinator reviews the record; and, lastly, the director or approval authority reviews the COE for verification. The data become visible once this approval takes place. Only at that point are the data populated into the system of record, Migrant Information System (MIS2000). Any cases with questions, inconsistencies, or missing data would be returned to the previous reviewer for additional clarifications. The system would alert reviewers and the recruiter that the COE has been rejected. If the reviewers lack sufficient information to clarify questions or inconsistencies, the COE will be returned to the original recruiter, who may have to interview the family again.

- ii. *Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.*

Differentiated plans and activities to meet individual student needs will be designed through a needs assessment process that includes a school needs assessment (where appropriate), home needs assessment, and subsequent service plan. Students will also be evaluated for Priority for Service (PFS) status in accordance with state protocol. PFS students receive distinct service attention in order to immediately address discontinuity due to educational disruption and the failing or at-risk-of-failing status. All service plans will be unique to each student by considering a number of factors such as age, length of stay in Maine, anticipated mobility, academic needs, support service needs, and goals.

- iii. *Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.*

The service plan process includes connecting students with existing school and community resources that may benefit them and contribute to goals. Staff will regularly monitor progress and adjust plans accordingly. The following are examples of general service types.

- Birth to two years old: Early oral language and preliteracy skill building through family literacy model instruction (i.e., reading to children, phonemic awareness games and activities) will be the focus. Tutors will engage kids in developmentally appropriate activities that extend language and literacy learning; model for parents and caregivers; and then provide extended activities to be used in the home. Tutors will guide and engage parents and caregivers by providing information on developmental benchmarks, instructional strategies, and activities and materials.
- Preschool: Kindergarten readiness will be the focus for preschool-age children, with priority on language, literacy, math, and social-emotional development. Well-rounded, interdisciplinary supplemental instruction will incorporate approaches to learning, cognitive and executive function skills, and fine and gross motor skills. Most preschool services will be delivered in the home by MEP staff.
- In School Children/Youth: School-age children and youth will receive instructional and support services designed to enhance their school success. Those services may include homework help, specially designed supplemental instruction in specific courses, tutor-designed lessons for specific concept and skill building, high school student transcript reviews and graduation planning, credit recovery course support, and access to educational resources and experiences (i.e., technology, museums, libraries, and so on). Summer services will also be provided to prevent summer learning loss; aid language and literacy development; enhance hands-on, project-based learning; and support leadership development. Educationally sound field trips and experiences will also be provided when appropriate. Services for in-school children and youth may be delivered at home, at community locations, or before or after school.
- Out of School Children/Youth (OSY): OSY services will be divided into two service categories based on their needs and goals: here-to-work and recovery youth. Here-to-work OSY students will receive instruction designed to build their capacity to advocate successfully for themselves and to participate fully and meaningfully in work and community events. Topics may include English language and literacy development, health and welfare, and special topics identified by the youth (budgeting, parenting, and so on). Recovery OSY students will receive support with the following academic areas as needed: transcript reviews, credit recovery, grade and course placement, course tutoring, and/or referrals to agencies providing the High School Equivalency Test (HiSET) or other high school equivalency degree such

as New England HEP. In order to meet the challenges presented by work schedules, OSY services will be delivered in a variety of ways, such as weekly face-to-face lessons, workshops, synchronous and asynchronous virtual learning platforms, specially designed outreach sessions, and educationally sound field trips.

- iv. *Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).*

The Maine MEP fully implements the MSIX initiatives and MSIX program to ensure students' educational disruptions are lessened across state lines. When migrant students leave Maine, MSIX notifications are used to alert the receiving MEP of a student's arrival and enabling services in that MEP to start promptly.

- v. *Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.*

Maine's most recent comprehensive needs assessment called for our unique population to achieve standards at similar levels as their peers. Maine's MEP students are consistently scoring low on state math and reading exams. The CNA discusses the need for school needs assessments to gauge the students' needs and tutoring year-round (not just summer tutoring) to assist this disadvantaged population.

- vi. *Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.*

The unique needs of migrant students are determined within each state through a data-driven CNA and SDP process. Maine is due for a new cycle of CNA and SDP development and is scheduled to complete these documents in 2017 to continue making decisions based on our program's data, key stakeholders, and Parent Advisory Councils.

- vii. *Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.*

The Maine MEP will conduct regional Parent Advisory Councils and a State PAC in order to make sure that parents take part in the planning and operation of programs at both the State and local operating levels.

- viii. *Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:*

1. *The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and*
2. *When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.*

The SEA has a Priority for Service (PFS) Recommendation document where MEP staff send recommendations to the SEA for students who should receive supplemental funds first. The criterion used in Maine and the overall document is included in the exhibit below.

## Exhibit 22. Maine MEP Priority for Services Recommendations



### Maine Migrant Education Program - Priority for Services: Eligibility Checklist Regular School Year, 2016-2017

#### Priority for Services: Eligibility Checklist

The federal definition of Priority for Service (PFS) for all migrant education programs is: ESEA/NCLB Sect. 1304(d). PRIORITY FOR SERVICES- In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

The Priority for Services: Eligibility Checklist aims to help Maine MEP staff recommend migrant students for PFS designation. A student with a PFS tag should receive migrant services before non-PFS students. A student with a PFS designation is considered PFS until s/he becomes proficient in the struggling subject.

#### Student Information

Student Name		MIS2000#		Address	
School		Grade		Tutor	

#### Part One: Educational Interruption

Check one (required)	Qualifying Interruptions: moves during the regular school year (August 15 – June 15) within the past 12 months	Date of Move
	Approved COE with Qualifying Arrival Date (QAD) during RSY	
	Non-qualifying move during the regular school year as a result of the migrant lifestyle (e.g. returning home after a harvest)	

#### Part Two: Risk Factors for Failing or At-risk of Failing State's Academic Content

Check all that apply (two or more required)	Risk Factors--Assessments/grades must be from previous 12 months	Explanation/Grades
	English Language Learner Status (ELL) as determined by the ACCESS test score	
	Failed to score proficient or above/meet state standards on ME Educational Assessment (MEA)	
	Failed to score proficient or above/meet state standards on ME High School Assessment (MHSA)	
	Failed to score proficient or above/meet state standards on SAT (used for all Maine 11 <sup>th</sup> graders in 13-14 school year)	
	Failed to score proficient or above on State Assessments outside of ME	
	Qualifies for Special Education Services. Date of IEP _____	
	Receipt of a D or F in a math, language arts, sciences, or social studies course at middle school or high school levels	
	Receipt of below average grades at elementary school level	
	Eligible or enrolled in preschool with a documented or suspected developmental delay	
	Multiple moves during the same school year	
	Is behind in accruing credits toward graduation requirements	

**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

**Background:** Consider adding a section to describe Maine's **Title I, Part D** (Part D) program and the number and type of students it serves to give context for the information below. You can use available data (e.g., [CSPR data](#), quantitative and qualitative evaluation data on the effectiveness of previous Part D efforts, [monitoring findings](#)) and describe priorities for the SEA before delving into specific goals and objectives.

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Project Impact provides services to support the transition of students from correctional facilities to local school districts to ensure a planned and smooth transition. Partnerships and coordination with adult education programs and postsecondary institutions are supported and encouraged through regional meetings, staff development opportunities, and phone consultation. The SEA will work closely with correctional school-level staff through regular meetings to ensure appropriate options for transition services.

- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

**Goals:**

1. Improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth to meet the Maine Learning Results;
2. Provide children and youth in local and state institutions for neglected or delinquent children and youth with services to make a successful transition from institutionalization to further schooling or employment;
3. Prevent at-risk youth from dropping out of school and provide dropouts, and those children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

**Objectives:**

- 1.1. Decrease the dropout rate by 10% for male and female children and youth in local and state institutions for neglected or delinquent children and youth over a three-year period;
- 2.1. Increase by 5% the number of children and youth obtaining a secondary school diploma or its equivalent after being released from a neglected or delinquent facility or institution over a three-year period;
- 2.2. Increase by 5% the number of children and youth returning to school after being released from a neglected or delinquent facility or institution over a three-year period;

- 2.3. Increase by 5% the number of children and youth obtaining employment after such children and youth are released from a neglected or delinquent facility or institution over a three-year period;
- 3.1. Increase by 10% the number of children and youth reaching “Meets the Standard” as determined by the Maine Educational Assessment (MEA) over a three year period.

**Performance Measures:**

- 1.1.1 Aligning the curriculum to the Maine Learning Results and integrating proficiency-based projects to assist in the students’ readiness to transition to local schools, postsecondary education, or employment;
- 2.1.1 Providing equitable materials and technology so comparable services are offered;
- 2.1.2 Forming partnerships with adult education programs to provide services tailored to the needs of youth coming from these facilities;
- 3.1.1 Providing additional guidance or social work programs to address the unique needs of students in these institutions and reintegration into other local programs, school, or work.

**Provisions and Assurances:** *Describe the SEA’s plan for: (1) subgrantee monitoring (for both Subparts), (2) plan for program evaluation, and (3) any other relevant information here under the category of “provisions and assurances”. Per Section F-1 of the Title I, Part D nonregulatory guidance, state plans must “provide assurances that the agency will both monitor and evaluate subgrantees” ([http://www.neglected-delinquent.org/title-i-part-d-nonregulatory-guidance-state-agency-programs-part-d-subpart-1#sa\\_plan](http://www.neglected-delinquent.org/title-i-part-d-nonregulatory-guidance-state-agency-programs-part-d-subpart-1#sa_plan)). You can describe your monitoring cycle, the tools you use for subgrantee monitoring, and your upcoming monitoring schedule, as well as describe the cycle, tools, and schedule used for local program evaluation.*

**D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. *Describe the SEA’s standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:*
  1. *Include a score of proficient on the State’s annual English language proficiency assessment;*
  2. *Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and*
  3. *Not include performance on an academic content assessment.*

Since 2004, the Maine DOE has required that every SAU have a Lau Plan that states that Maine’s Home Language Survey (HLS) is administered to every newly enrolled student. The HLS information is reviewed by the SAU and investigated, if needed, for clarification. When a language other than English is indicated on the HLS, the WIDA ACCESS Placement Test (W-APT) is administered. Maine defines English language proficiency as attaining a Composite Score of Level 6 on the ACCESS for ELLs. Therefore, to align identification with Maine’s exit criteria, to identify a student as an English learner (EL), Maine uses a WIDA Level on the W-APT of less than Composite Level 6. Maine has used the W-APT since 2004, which is aligned with the WIDA



English language development standards and the WIDA ACCESS for ELLs English language proficiency assessment. Maine will begin using the new WIDA online screener for school year 2017–18, which was recently developed to be better aligned with the new ACCESS for ELLs 2.0.

Maine has never required academic performance as an exit criterion and monitors SAUs annually to ensure that only English language proficiency is used to exit a student from EL status.

Maine’s policies and procedures to identify and exit ELs are annually disseminated to LEAs, have been posted on the Maine DOE webpage since 2006, and have been written as Maine DOE policy through Administrative Letter 56: [Letter #56](#) Legal Requirements to Provide English as a Second Language Services to English Learners.

The HLS has been disseminated and available online since 2006 ([Download Home Language Survey](#)).

ELs are identified through the [Home Language Survey](#) and administration of the WIDA ACCESS Placement Test (W-APT) or MODEL.

Standardized entrance and exit procedures are available at:

[Serving Maine's English Learners](#)  
<http://www.maine.gov/doe/el/index.html>

**E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. *Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.*

Support of State-Level Strategies:

The Maine DOE intends to use both Title IV, Part B: 21st Century Community Learning Center (21st CCLC) and other federal program funds under ESSA to support Maine’s disadvantaged student populations and eliminate barriers to their success in school and in life. All funds will be used consistent with the final requirements of ESSA and the department’s strategic plan. Specifically, funding under the 21st CCLC program will help support the Maine DOE’s priority areas of (1) Multiple Pathways for Learner Achievement and (2) Comprehensive School and Community Supports, both of which align with providing a well-rounded and supportive education for students.

The 21st CCLC program itself provides many schools within in the state with an alternative learning environment for students beyond that of their traditional school day. These additional resources truly allow for Multiple Pathways for Learner Achievement, as students are often able to gain school-day credit for the learning that takes place in the these extended-learning environments.

In addition, the Maine DOE intends to use these funds to ensure that these programs provide supplemental support services, especially for low-performing and at-risk student populations, so that underserved subgroups of students are able to meet challenging state academic standards. Specifically, these programs will address STEM and literacy education, community and service learning, visual and performing arts, and

college and career readiness, as well as support for English language learners and students with special needs. In addition to the 21st CCLC program's academic focus, there is an equal emphasis on coordinated and Comprehensive School and Community Supports.

In addition to ensuring that the academic needs of students are supported through 21st CCLC programming, the Maine DOE intends to use funds to ensure that each 21st CCLC program within the state also supports the nonacademic needs of students, thus supporting the needs of the whole child. There are many factors outside of school that impact a student's ability to learn and grow. It will be a primary focus of Maine's 21st CCLC programs to ensure that these nonacademic barriers to success are addressed. Specifically, these programs will address issues of health, nutrition, safety, and youth leadership, as well as the prevention of substance abuse, truancy, and violence. When and where allowed and applicable, the SEA will also use funding and resources across federal programs toward meeting shared student outcomes. The SEA will ensure that all subgrantees within the state do the same, ensuring that the specific needs of their students are supported through federal program funding. One such example is that 21st CCLC and other title funding under ESSA will be used to support cross-program summer learning and credit recover initiatives across the state, where funding, goals, and student populations overlap. In addition, the SEA plans to explore opportunities for shared professional development at both the state and local levels to support great teachers and leaders as well as coordinated and effective state support to LEAs.

#### Specific Uses of Funding:

Section 4202(c) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires each state to reserve not less than 93% of its 21st CCLC program funds to make subgrants to eligible entities, not more than 2% to support the state's administration of the program, and not more than 5% for state-level activities to, among other things, train, monitor, and evaluate programs as outlined in Section 4202(c)(3). Maine's 7% administrative allocation will be used as follows: The 2% set aside for state administration of the program will be maintained by the Maine DOE to support a half-time (0.5 FTE) state coordinator position tasked with the overall management of the program. This individual will be a full-time employee of the Maine DOE but will have his or her time and salary split between 21st CCLC and non-21st CCLC funding sources. This will allow for the flexibility to help manage cross-system initiatives and planning for both the 21st CCLC and any other programs the SEA may determine appropriate. In addition to the State Coordinator for the program, these administrative funds will support the continued management and development of Maine's custom-built, web-based, data collection tool through an ongoing contract with GEM Software Development, Inc.

In accordance with U.S. DOE's 21APR Data Collection System, the vendor has worked with the Maine DOE to develop a state-specific data-collection tool that allows the state to collect the required GPRA measures from each grant recipient. In addition, the state is able to collect additional information, such as local assessment data for use in the state's periodic evaluation of the program as required under Section 4205(b)(2). The vendor also supports the quality of data collection and reporting through subgrantee training and support as well as assisting in adapting the current system iteration to align with changes to state or federal reporting requirements. The 2% administrative funds also support the required StateCap and DiCap, which are indirect

operational contribution charges required by the state. In short, the department provides various in-kind resources, such as financial and contracting staff, who support the work of the State Coordinator and overall administration of the program. The 5% set aside for state-level activities will be used to support the ongoing monitoring of and technical assistance to subgrantees as well as conducting a periodic statewide evaluation of the program and other statutory requirements of such funds as outlined in Section 4202(c)(3).

A substantial portion of these state-level activity funds will be used to support an ongoing contract with Atlantic Staffing and Payroll Services, LCC. This vendor serves as the employer of record for two three-quarter full-time equivalent (0.75 FTE) program coaches who assist the Maine DOE with subgrantee monitoring, technical assistance, and training initiatives. These coaches report directly to the State Coordinator and are assigned to work with specific subgrantees within the state on the basis of geographical region. These coaches are tasked with (1) assisting in the state's monitoring of programs; (2) establishing regional networking and mentoring opportunities among subgrantees; (3) assisting in the planning and facilitation of mandated statewide trainings for the 21st CCLC program; and (4) assisting subgrantees in all facets of effective program implementation, such as program design, data tracking, and quality improvement on the basis of local evaluation of the program. These funds will also be used to support the periodic evaluation of Maine's 21st CCLC program on a statewide level. Maine currently contracts with Market Decisions Research to conduct its periodic statewide evaluation. Market Decisions Research is tasked with taking the raw data provided by the department, developing an analysis framework based on the questions of the Maine DOE, and developing an analysis report that answers various questions the Maine DOE has. This information helps guide program improvement efforts and informs the technical assistance and training needs of the field. In addition to this statewide evaluation contract, these funds also support smaller contracts the Maine DOE maintains with both with the National Institute on Out-of-School Time (NIOST) through the Wellesley Centers for Women and the David P. Weikart Center for Youth Program Quality (CYPQ) through the Forum for Youth Investment. NIOST provides Maine's 21st CCLC program with scientifically valid survey tools that gauge program quality through feedback from teachers, program staff, and youth enrolled in the program. In addition, the CYPQ provides the Maine DOE with its scientifically valid and research-based Youth Program Quality Assessment (PQA) tool, which is an on-site observational tool used to determine strengths and challenges of youth development programs. In addition, these funds will be used to secure various other needs related to regional and statewide training and professional development opportunities. These uses of funds include, but are not limited to, the securing of training venues, resources, and subject matter experts. The Maine DOE will also use these funds, as funds allow, to support the registration costs for various other non-Maine DOE sponsored trainings and professional development opportunities within the state. The department will use these funds in such a way so as to adhere to all newly enacted requirements under ESSA, such as developing and providing eligible entities with a list of prescreened external organizations, as described in Section 4203(a)(11), and coordinating funds across programs and improving state policies through work with various stakeholder groups. The remaining 93% of the state's allocation will be used as follows: This 93% of the state's allocation will support the funding of ongoing and new 21st CCLC programs across the state. The Maine DOE anticipates hosting a competition for 21st CCLC funding on an annual basis, as funding allows. The state's application and peer review process will be developed in

consultation with state's governor or governor's designee and other agencies within the state responsible for the administration of youth development programs as referenced in Section 4202(c)(2). Each subgrantee application must be submitted jointly by one School Administrative Unit (SAU, one or more of its schools, and one or more community or faith-based organizations. In this collaborative approach to 21st CCLC applications, a school district, community-based organization, or faith-based organization within the state could be awarded funds as the fiscal agent for a program. Applicants must present a sound proposal on the needs of students in their community, how those needs will be met in a comprehensive way through 21st CCLC programming, and what the outcomes of providing such a program will be on student academic and nonacademic indicators. For example, academic indicators would likely include standardized test scores and other measures as required by GPRA for participating students. Similarly, nonacademic indicators might include changes in student behavior such as number of discipline referrals, days truant, and so on.

- ii. *Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.*

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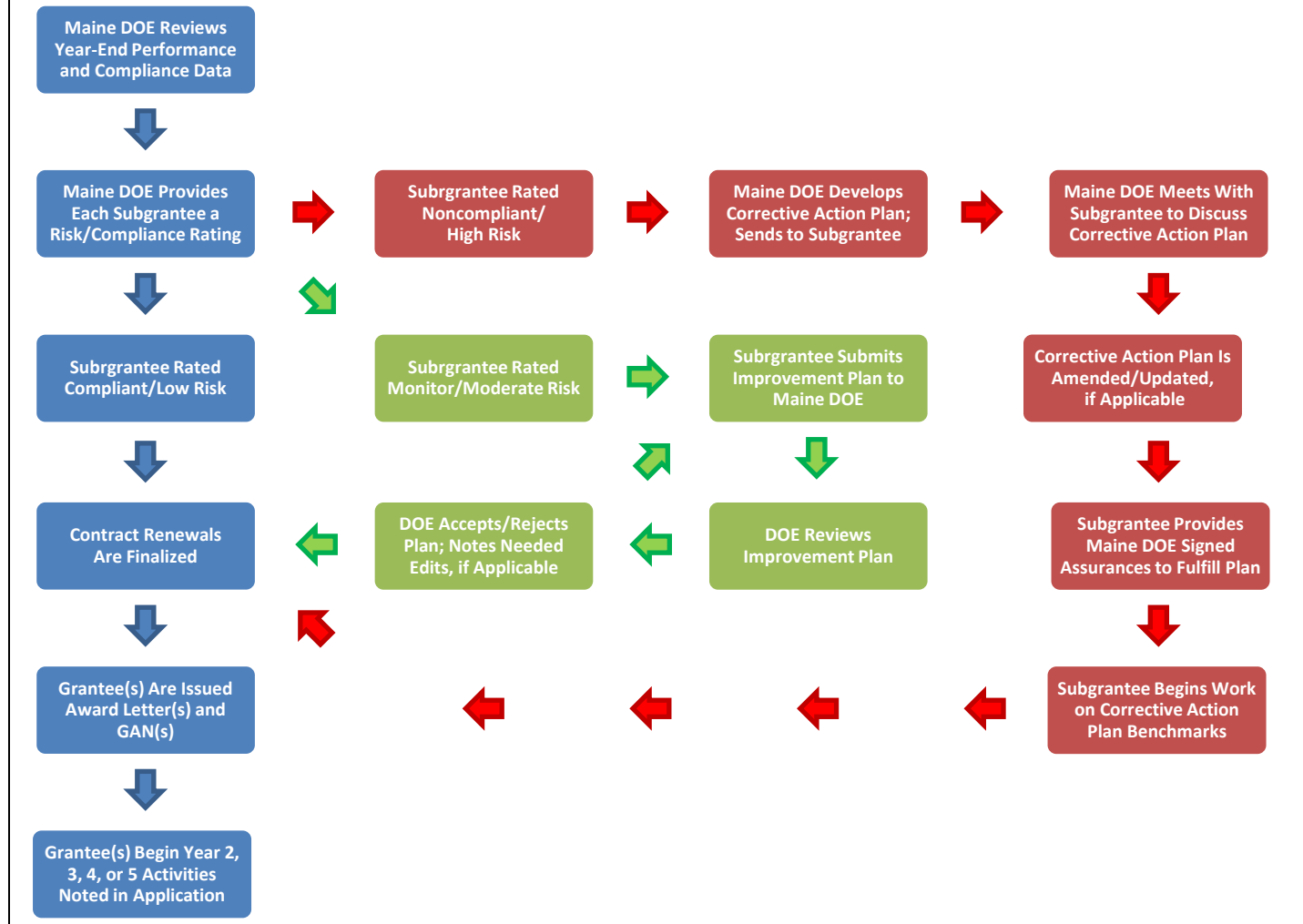
**SEA Processes for Awarding Subgrants:**

The Maine DOE will have two separate yet equally important processes for awarding subgrants under the 21st CCLC program.

The first of these processes deals with the **award renewal process** for subgrantees who currently receive funding to implement programs. In these scenarios, the department will review both grantee performance data and compliance with state and federal laws. The results of this review will determine whether a subsequent award for a second, third, fourth, or fifth year of funding is appropriate, as applicable, up to the end date of that particular award's renewal periods. This process is outlined at a high level in the diagram below.

The second process deals primarily with the initial application and **new award process** for (1) new programs, (2) expanded programs, and/or (3) the continuation of programs that have reached the end of their renewal periods. Inclusive of this second process are phases of application development, application review, award decisions, the appeal process, and finally the issuing of awards. This process is outlined at a high level on the following page.

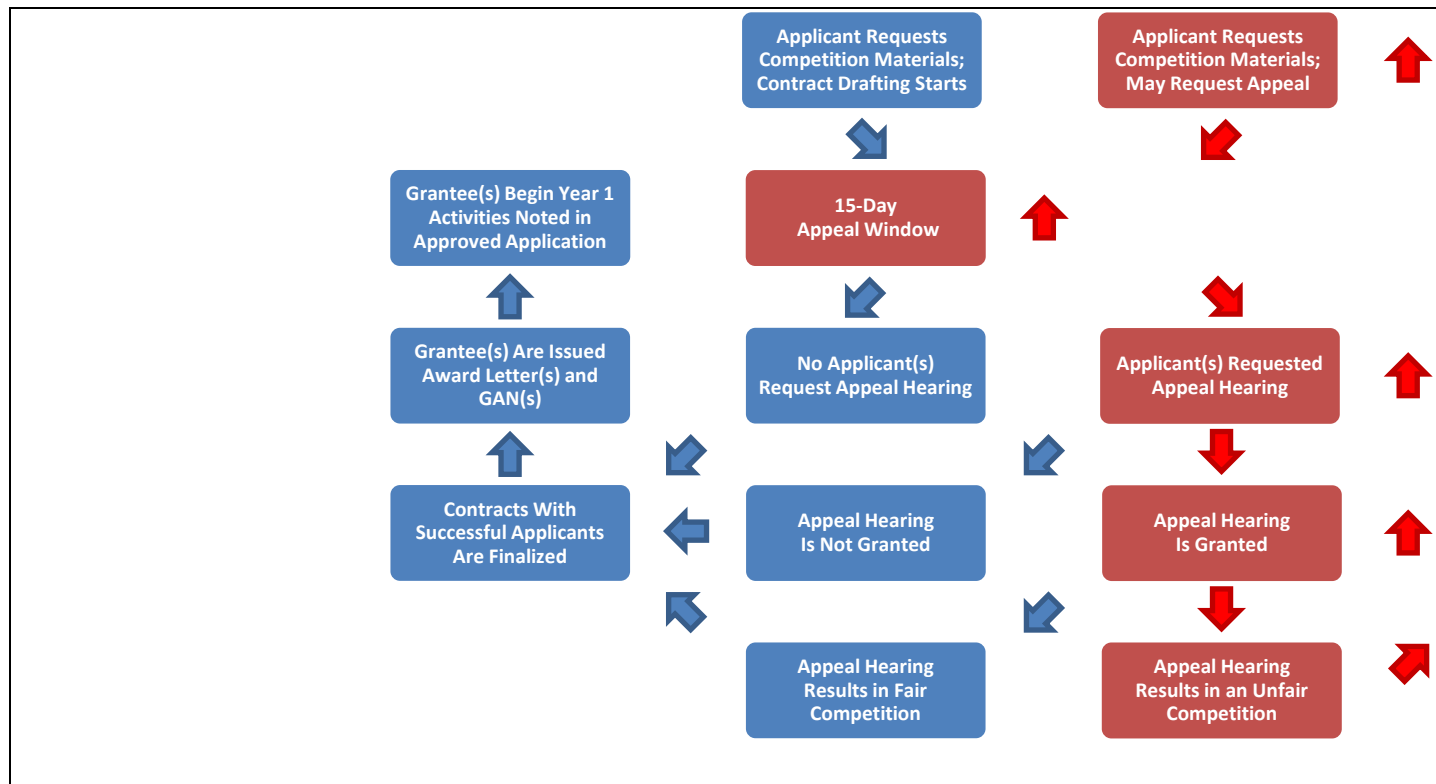
## Exhibit 22. Award Renewal Process



### Exhibit 23. New Award Process

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graph TD; A[U.S. DOE Sends Award Letter and GAN Document to Maine DOE] --> B[Maine DOE Receives Award Letter and GAN Document]; B --> C[Maine DOE and Maine DAFS Establish Program Accounts]; C --> D[Maine DOE Compares Award to Current Subgrantee Obligations]; D --> E[Maine DOE Determines Funding Available for Competition]; E --> F[Funding Available Totals $500,000.01 or More]; E --> G[Funding Available Totals $500,000.00 or Less]; F --> H[Grant Competition Is Held]; G --> I[No Grant Competition Is Held]; H --> J[A New Request for Proposals RFP Document Is Created]; I --> K[Maine DOE Rank Orders Applications; Grants Awards as Funds Allow]; J --> L[RFP Document Is Approved Internally; Released to Public]; L --> M[Maine DOE Holds Bidders Conference]; M --> N[Maine DOE Accepts Written Questions; Issues Answer Summary]; N --> O[Maine DOE Issues RFP Amendment(s), if Necessary]; O --> P[Maine DOE Hires and Trains Peer Reviewers]; P --> Q[21st CCLC Application Deadline]; Q --> R[Peer Review Team Evaluates All Proposals; Provides Results]; R --> K; K --> S[Maine DOE Issues Award Notification Letters to All Applicants]; S --> T[Applicant Is Named a Conditional Awardee in the Letter]; S --> U[Applicant Is Not Named a Conditional Awardee in the Letter]; T --> V[ ]; U --> W[ ];
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The flowchart illustrates the New Award Process, starting with the U.S. DOE sending an award letter and GAN document to the Maine DOE. The process continues through account establishment, funding comparison, and determination of funding availability. If funding is sufficient (\$500,000.01 or more), a grant competition is held, leading to the creation of an RFP document, a bidders conference, and the issuance of an RFP amendment if necessary. The Maine DOE then hires and trains peer reviewers, and the 21st CCLC application deadline is reached. The peer review team evaluates all proposals and provides results, which are then used by the Maine DOE to rank order applications and grant awards as funds allow. The Maine DOE issues award notification letters to all applicants. If an applicant is named a conditional awardee in the letter, the process continues. If not, the process ends.





### **SEA Procedures for Awarding Subgrants:**

#### **Award Renewal Procedures:**

1. Performance Review(s)
  - 1.1. State Coordinator reviews prior year's compliance report template
  - 1.2. State Coordinator reviews any changes in state and federal statute and/or policy that may impact the compliance report and official documenting of accountability for the year
  - 1.3. State Coordinator drafts new compliance report template, cognizant of new laws/requirements, if applicable
  - 1.4. State Coordinator shares draft application with and obtains feedback from the state's program administrative team, which also consists of Maine DOE leadership and program coaches
  - 1.5. State Coordinator modifies the draft template, as necessary, on the basis of feedback received
  - 1.6. Steps 1.4 and 1.5 are repeated until state's program administrative team agrees that the draft template is ready for use
  - 1.7. State Coordinator, in collaboration with contracted staff, review each 21st CCLC-funded program's approved application, site visit information, and performance data to determine goals and expectations that were met or not met
  - 1.8. State Coordinator drafts year-end compliance report for each funded program, noting program areas where each subgrantee did not meet, met, or exceeded expectations and proposed outcomes for the year
  - 1.9. State Coordinator shares draft reports with contracted staff, ensuring information within each report is a fair and accurate assessment of each program
  - 1.10. State Coordinator modifies the draft reports, as necessary, on the basis of feedback received
  - 1.11. Steps 1.9 and 1.10 are repeated until state's program administrative team agrees that the draft report is fair and accurate
  - 1.12 State Coordinator finalizes report, issuing an overall compliance/risk rating for the year, on the basis of the number and severity of findings and/or noncompliance concerns associated with program implementation

1.13.State Coordinator issues the final year-end compliance report to each subgrantee's chief executive, via e-mail, with the program director copied

2. Compliance/Risk Assessment Rating(s)

2.1. If designated as compliant/low-risk, no further action required of the subgrantee

2.1a State Coordinator begins drafting renewal contract for grantee

2.2. If designated as monitor/moderate risk, the subgrantee must develop its own program improvement plan, noting what improvement strategies will be implemented and what improvement goals will be met in the coming year

2.2a Subgrantee works with assigned program coach to develop improvement plan and submits plan to the State Coordinator for review

2.2b State Coordinator reviews plan, sends recommended or necessary edits to subgrantee

2.2c Subgrantee reviews department feedback, updates plan, and resubmits to State Coordinator

2.2d Steps 2.2b and 2.2c are repeated until State Coordinator approves of subgrantee's improvement plan

2.2e State Coordinator begins drafting renewal contract for grantee

2.3. If designated as noncompliant/high risk, the State Coordinator develops a corrective action plan for the subgrantee, outlining specific targets, benchmarks, and deadlines that must be met in order to maintain 21st CCLC grant funding

2.3a State Coordinator shares draft plan with subgrantee and establishes time to meet and discuss the action plan

2.3b State Coordinator and either contracted staff or department leadership, as necessary, meet with subgrantee's chief executive and staff to discuss plan

2.3c State Coordinator updates and/or amends plan on the basis of conversation with subgrantee

2.3c State Coordinator sends an updated report to subgrantee's chief executive and program director, instructing that the included set of assurances must be signed and returned

2.3d State Coordinator receives signed assurances that the targets, benchmarks, and deadlines outlined within the plan will be met

2.3e State Coordinator begins drafting renewal contract for grantee

2.3f Subgrantee begins work on the approved action plan

2.3g Subgrantee provides State Coordinator with monthly progress updates until all findings have been resolved

3. Issuing Grant Award(s)

3.1. State Coordinator drafts individual contracts between Maine DOE and each awarded applicant

3.2. State Coordinator prepares internal workflow approval paperwork, obtaining appropriate signatures and making necessary modifications to each draft contract

3.3. Once State Coordinator receives all but final department approval, State Coordinator sends contract documents to applicant/vendor for signatures

3.4. State Coordinator receives signed contract documents from applicant/vendor, via e-mail, and incorporates them into the draft contract paperwork

3.5. State Coordinator delivers all draft contract paperwork, including applicant/vendor signatures to Maine DOE Commissioner's Office for final Department approval

3.6. State Coordinator either receives approved contract documents back from Commissioner's Office or is requested to meet with Commissioner to discuss contracts

3.7. If meeting is requested, State Coordinator provides supplemental information on draft contracts and may be required to repeat steps 7.1 through 7.6 if the Commissioner of Education wishes modifications be made to the draft contract(s)

3.8. If no meeting is requested, department-approved contracts are returned to State Coordinator

3.9. State Coordinator makes two physical copies of each approved application, filing one copy in each applicant's program file

3.10. State Coordinator sends original contract paperwork and one copy for each contract to the Maine Division of Purchases for final State of Maine approval

3.11. State Coordinator drafts Grant Award Notification (GAN) document to go

out with each approved contract

3.12. Maine DOE receives approval from the Maine Division of Purchases on each contract, and State Coordinator receives signed copies back

3.13. State Coordinator scans contract approval pages into the Maine DOE's network files

3.14. State Coordinator prepares documents outlining all approved contract awards to be issued (grantee name, vendor code, funding amount, and so on), sending information to staff accountants in the Maine Department of Administrative and Financial Services and contracted staff managing the Maine DOE's grant reimbursement system

3.15. The Maine Department of Administrative and Financial Services sets up each award through the state's procurement system, AdvantageME, and notifies State Coordinator when completed

3.16. Contracted staff set up each award in the department's federal grant reimbursement system and notifies State Coordinator when completed

3.17. State Coordinator sends each subgrantee a copy of the signed, encumbered contract with the State of Maine and resulting GAN document digitally, via e-mail

3.18. Each subgrantee is able to begin year one (1) activities as outlined in their approved contract with the State of Maine as well as access 21st CCLC funds for reimbursement on approved expenditures

#### New Award Procedures:

##### 1. 21st CCLC Application (RFP) Development

1.1. State Coordinator reviews prior year's application and amendment(s), if applicable

1.2. State Coordinator reviews any changes in state and federal statute and/or policy that may impact the application

1.3. State Coordinator drafts new 21st CCLC application, cognizant of new laws/requirements

1.4. State Coordinator shares draft application with and obtains feedback from the state's program administrative team, which also consists of Maine DOE leadership and program coaches

1.5. State Coordinator modifies the draft application, as necessary, on the basis of feedback received

1.6. Steps 1.4 and 1.5 are repeated until state's program administrative team

agrees that draft application is ready for further processing

- 1.7. State Coordinator prepares internal workflow approval paperwork, obtaining appropriate signatures and making necessary modifications to the draft application prior to public release
- 1.8. State Coordinator submits Department-approved application (RFP) document to the Maine Division of Purchases for final review, especially regarding procurement and grant competition language within the application
- 1.9. State Coordinator modifies the draft application, as necessary, on the basis of feedback received from the Maine Division of Purchases
- 1.10. Steps 1.8 and 1.9 are repeated until the Maine Division of Purchases and Maine DOE agree that the application is ready for public posting
- 1.11. Maine DOE's 21st CCL application is issued an RFP number and granted final approval from the Maine Division of Purchases to be released to the public
- 1.12. State Coordinator finalizes all key application (RFP) dates and deadlines
- 1.13. State Coordinator provides the Maine Division of Purchases with a final copy of the 21st CCLC application (RFP) to be released
- 1.14. State Coordinator begins working with colleagues (either within the Maine DOE or contracted staff) to update the online 21st CCLC program application to match/mirror the newly approved (RFP) application
- 1.15. Maine DOE or contracted staff update the 21st CCLC online application on the basis of the approved application provided by State Coordinator
- 1.16. State Coordinator is issued a test login and works through the test application site, ensuring that all language and functionality are correct
- 1.17. Maine DOE or contracted staff update the 21st CCLC online application on the basis of testing notes provided by State Coordinator
- 1.18. Steps 1.16 and 1.17 are repeated until the State Coordinator determines that the online application matches the RFP document
2. Application (RFP) Release
  - 2.1. State Coordinator issues public notice announcing grant opportunity to local publications, Maine DOE publication, and Maine Division of Purchases website
  - 2.2. State Coordinator instructs Maine DOE or contracted staff to publish digital application to application site, allowing public access to online

application

- 2.3. State Coordinator instructs Maine DOE or contracted staff to post copy of officially approved RFP document to application site (as reference material)
- 2.4. State Coordinator instructs Maine DOE or contracted staff to post copy of bidder's conference presentation, if applicable, to application site (as reference material)
- 2.5. State Coordinator sends notice, via e-mail, to all interested parties that bidder's conference presentation is available for review, if applicable
- 2.6. State Coordinator instructs Maine DOE or contracted staff to post copy of written question-and-answer summary, if applicable, to application site (as reference material)
- 2.7. State Coordinator sends notice, via e-mail, to all interested parties that written question-and-answer summary is available for review, if applicable
- 2.8. State Coordinator works with Maine DOE or contracted staff to update the online application to reflect any amendments to the application (RFP) document, if applicable
- 2.9. State Coordinator uses test login and works through the test application amendments, ensuring that all language and functionality are correct
- 2.10. Maine DOE or contracted staff update the 21st CCLC online application on the basis of testing notes provided by State Coordinator
- 2.11. Steps 2.9 and 2.10 are repeated until the state coordinator determines that the online application matches the RFP document, with amendments, as applicable
- 2.12. State Coordinator instructs Maine DOE or contracted staff to post copy of application (RFP) amendment, if applicable, to application site
- 2.13. State Coordinator sends notice, via e-mail, to all interested parties that amendment(s) to the application are available for review, if applicable
3. Peer Review Team Development
  - 3.1. State Coordinator reviews prior year's peer reviewer application document
  - 3.2. State Coordinator reviews any changes in state and federal statute and/or policy that may impact the peer reviewer application
  - 3.3. State Coordinator drafts new peer reviewer application, cognizant of new laws/requirements
  - 3.4. State Coordinator drafts new notice of peer review opportunity,

establishing key dates, times, responsibilities, and compensation for services

- 3.5. State Coordinator finalizes peer reviewer application and notice of peer review opportunity, working with colleagues to post opportunity information through the Maine DOE online news publication
  - 3.6. Maine DOE accepts and State Coordinator reviews peer reviewer applications, on a rolling basis, until the anticipated number of positions are filled
  - 3.7. Maine DOE hires a team of three (3) peer reviewers per eight to 12 anticipated application submissions; State Coordinator drafts and finalized resulting contracts
  - 3.8. Selected/hired peer review team members each complete an agreement and disclosure statement, noting any potential conflict of interest they may have with those organizations and persons that may be party to a submitted application
  - 3.9. State Coordinator develops training materials and training presentation for peer reviewers
  - 3.10. State Coordinator facilitates a training for peer reviewers on both their responsibilities for the individual review of assigned applications as well as the consensus scoring processes that will be used to officially score applications at the Maine DOE
4. Application (RFP) Submission(s)
- 4.1. Interested applicant(s) request a login (username and password) to access the online 21st CCLC application
  - 4.2. Interested applicant(s) are issued unique login credentials to access online application
  - 4.3. Applicant submits an "Intent to Apply" form online, providing prescreening information to the Maine DOE for eligibility and allowability determinations
  - 4.4. State Coordinator reviews each submitted Intent to Apply through the application site for both eligibility and allowability
  - 4.5. State Coordinator either accepts or rejects applicant's Intent to Apply information on the basis of whether applicant information adheres to eligibility and allowability criteria outlined in the application
  - 4.6. If rejected, applicant is able to edit and resubmit Intent to Apply information for review

- 4.7. If accepted, applicant is granted access to full online application
- 4.8. Applicant submits final application online and is able to print a paper copy of the submitted application to sign and deliver to the State of Maine Division of Purchases by the application deadline noted in the RFP
- 4.9. State Coordinator receives an e-mail notification that the application has been submitted online
- 4.10. State Coordinator is able to use administrative login for the application site to view a digital version of the submitted application online
- 4.11. Upon receipt, the Maine Division of Purchases logs and time-stamps each application received in response to the 21st CCLC program RFP
- 4.12. After the application deadline, the State Coordinator is contacted by staff within the Maine Division of Purchases; applicant is able to collect all applications submitted prior to the application deadline
5. Application (RFP) Scoring
  - 5.1. State Coordinator reviews all applicants and potential conflicts of interest disclosed by review team members, noting any obvious or potential conflicts of interest
  - 5.2. After conflict of interest determinations, State Coordinator randomly assigns applications to members of the peer review team
  - 5.3. Peer review team members conduct preliminary, individual reviews of applications assigned to them and take official individual review notes using document provided by the Maine DOE
  - 5.4. Peer review team members conclude individual review of applications by the established deadline and bring their developed review materials to the consensus scoring session(s) held at the Maine DOE
  - 5.5. State Coordinator assists in the facilitation of the consensus scoring session(s), answering questions that arise and ensuring that the process of awarding points is truly done in consensus
  - 5.6. Peer review team(s) complete the consensus scoring approach, scoring one application at a time and turning in scoring materials to State Coordinator after each proposal has been scored
  - 5.7. After the scoring of all applications, each member of the peer review team turns in his or her individual review materials to the State Coordinator to become part of the competition selection packet that is provided to the Maine Division of Purchases
  - 5.8. On the basis of the official consensus scores provided by the peer review



team, the State Coordinator develops a consensus scoring matrix, ranking all applications by score

6. Pre-Award Activities

- 6.1. State Coordinator begins subtracting the highest scoring applicant's funding request from the pool of funds available for the competition, moving down the ranked list of applications and funding requests until there are insufficient funds for an additional award
- 6.2. State Coordinator drafts award notification letters for all applicants, noting which applicants were successful in pursuit of funding
- 6.3. Award notification letters are finalized and signed by the State Coordinator before being both e-mailed and mailed to all applicants
- 6.4. State Coordinator e-mails all selection packet documents (i.e., agreement and disclosure statements, individual note sheets, consensus scoring sheets, award letters, and so on) to the Maine Division of Purchases
- 6.5. As outlined in the 21st CCLC application (RFP), a 15-day appeal request window starts after the issuing of award letters; applicants can request scoring materials and request an appeal
- 6.6. State Coordinator begins initial contract negotiations, as necessary, with conditionally awarded applicants
- 6.7. If appeal hearing is requested, Maine Division of Purchases determines whether appeal is warranted
- 6.8. If appeal hearing is granted, Maine Division of Purchases and State Controller's Office facilitate hearing to determine whether competition was fair or unfair
- 6.9. If hearing determines an unfair competition, the process of issuing grant awards and contracts stops and the competition must be redone
- 6.10. If hearing determines a fair competition, the process of issuing grant awards and contracts moves forward with successful applicants
- 6.11. If no appeal hearing is requested and/or granted, the process of issuing grant awards and contracts moves forward with successful applicants

7. Issuing Grant Award(s)

- 7.1. State Coordinator drafts individual contracts between Maine DOE and each awarded applicant
- 7.2. State Coordinator prepares internal workflow approval paperwork, obtaining appropriate signatures and making necessary modifications to

each draft contract

- 7.3. Once State Coordinator receives all but final department approval, State Coordinator sends contract documents to applicant/vendor for signatures
- 7.4. State Coordinator receives signed contract documents from applicant/vendor, via e-mail, and incorporates them into the draft contract paperwork
- 7.5. State Coordinator delivers all draft contract paperwork, including applicant/vendor signatures, to Maine DOE Commissioner's Office for final department approval
- 7.6. State Coordinator either receives approved contract documents back from Commissioner's Office or is requested to meet with Commissioner to discuss contracts
- 7.7. If meeting is requested, State Coordinator provides supplemental information on draft contracts and may be required to repeat steps 7.1 through 7.6 if the Commissioner of Education wishes modifications be made to the draft contract(s)
- 7.8. If no meeting is requested, department-approved contracts are returned to State Coordinator
- 7.9. State Coordinator makes two physical copies of each approved application, filing one copy in each applicant's program file
- 7.10. State Coordinator sends original contract paperwork and one copy for each contract to the Maine Division of Purchases for final State of Maine approval
- 7.11. State Coordinator drafts Grant Award Notification (GAN) document to go out with each approved contract
- 7.12. Maine DOE receives approval from the Maine Division of Purchases on each contract, and State Coordinator receives signed copies back
- 7.13. State Coordinator scans contract approval pages into the Maine DOE's network files
- 7.14. State Coordinator prepares documents outlining all approved contract awards to be issued (grantee name, vendor code, funding amount, and so on), sending information to staff accountants in the Maine Department of Administrative and Financial Services and contracted staff managing the Maine DOE's grant reimbursement system
- 7.15. The Maine Department of Administrative and Financial Services set up each award through the state's procurement system, AdvantageME, and notifies State Coordinator when completed

- 7.16. Contracted staff set up each award in the department's federal grant reimbursement system and notifies State Coordinator when completed
- 7.17. State Coordinator sends each subgrantee a copy of the signed, encumbered contract with the State of Maine and resulting GAN document digitally, via e-mail
- 7.18. Each subgrantee is able to begin year one (1) activities as outlined in their approved contract with the State of Maine as well as access 21st CCLC funds for reimbursement on approved expenditures

**SEA Priorities for Awarding Subgrants:**

**Federal Priorities:**

The Maine DOE, in compliance with the requirements noted within Sections 4203(a)(3)(b) and 4204(i) of ESSA, will prioritize applicants who propose to serve students who attend a school:

- Identified by the Maine DOE for comprehensive support and improvement activities under Section 1111(d);
- A LEA determines to be in need of intervention and support to improve student achievement and other outcomes; or
- That enrolls students who may be at risk of academic failure, dropping out of school, involvement in criminal or delinquent activity, or lack strong positive role models.

Consistent with statute, the Maine DOE will also prioritize applications that propose to target services to the families of students who attend the types of schools outlined above.

**State Priorities:**

In addition to the requirements expressly outlined within ESSA, Maine will also award competitive priority points to applicants on the basis of the following considerations:

**Poverty Level:** The average poverty level of the school(s) included within the application, as indicated by the Maine DOE's Free and Reduced School Lunch Report; and

**ESEA Accountability Status:** The designation of the school(s) included within the application as "Priority" or "Focus", within the last 12 months, as indicated by the department's ESEA School Accountability Report.

The justification for selection of the above-referenced priority criteria is that Maine wishes to ensure that 21st CCLC program funds are made available to the most at-risk and in-need student populations across the state.

**F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. *Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.*

The specific measurable program objectives and outcomes for each eligible and participating SAU related to the Title V, Part B program will be driven by each SAU's comprehensive educational plan.

**G. McKinney-Vento Act.**

- i. *Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.*

Identification of children and youth experiencing homelessness will primarily be the responsibility of the SAUs, with support materials provided by the National Technical Assistance Provider. On their identification and enrollment, SAUs will assess the needs of children and youth experiencing homelessness through a locally developed informal needs assessment tool.

- ii. *Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.*

The Maine DOE Student Support team and McKinney-Vento program staff will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness. These training opportunities include in-person meetings, webinars, and conferences and are conducted regionally throughout the state.

- iii. *Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.*

The Maine DOE has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, and enrollment or transportation feasibility. The procedure ensures a prompt resolution and provides a full timeline of complete review and decision process. The Maine DOE McKinney Vento Consultant is Gail Erdheim.

- iv. *Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.*

The Maine DOE works collaboratively with SAUs to ensure locally driven policies and procedures provide the necessary support for children and youth experiencing homelessness and ensure they face no barriers that prevent prior school performance from being considered in proficiency in the new school administrative unit.

- v. *Describe the SEA's procedures to ensure that homeless children and youths:*
1. *Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;*
  2. *Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and*
  3. *Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

Currently, Maine does not have a universal public preschool program; however, children and youth experiencing homelessness have the same access to the provision of early childhood special education services as defined in Maine statute. The Maine DOE will continue to build on existing collaboration with the Early Childhood Education Consultant, providing new avenues for training, technical assistance, and collaboration at the local level.

The Maine DOE provides ongoing training and technical assistance to SAUs, ensuring all barriers, including transportation, to academic and extracurricular activities are removed and addressed for children and youth experiencing homelessness.

The Maine DOE successfully provides ongoing training and technical assistance to SAUs to include information on the categorical eligibility for children and youth experiencing homelessness in the National School Lunch Program.

- vi. *Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.*

The Maine DOE provides training and technical assistance that ensures all barriers to the enrollment and retention of children and youth are removed. The training and technical assistance review both state education statutes and ESSA requirements for removal of barriers for children and youth experiencing homelessness. These barriers include residency requirements, enrollment records, immunizations, health records, and other documentation.

## Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

[Click here to enter text.](#)

## APPENDIX TABLE OF CONTENTS

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E	116	Survey Results Graphic
F	120	ESSA Advisory Workgroup Members and Meeting Notes

## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

*Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.*

**A. Academic Achievement** - The Governor has recommended the following:

**For Grade 3** – Proficiency in English language Arts and math should increase by 5% every year with a goal of reaching 65% by year 2022.

**For Grade 8** - Proficiency in English language Arts and math should be 75% by year 2022

**For Grade 11** – 90% graduation rate with 75% of the students proficient in English and Math and ready for life gaining experience in work, military, vocation or college.

The Advisory Workgroup established by the Maine DOE will be reviewing EM Power trend data to consider long term goals and interim measures of progress, as well. At this time these discussions are still occurring. Upon full review of the trends by the ESSA Advisory recommendations will be submitted to the Maine DOE and will be considered in the Maine State Plan.

**B. Graduation Rates** - The Advisory Workgroup established by the Maine DOE will be reviewing EM Power trend data to determine long term goals and interim measures of progress. At this time these discussions are still occurring. Upon full review of the trends by the ESSA Advisory recommendations will be submitted to the Maine DOE and will be considered in the Maine State Plan.

**C. English Language Proficiency** - The Advisory Workgroup established by the Maine DOE will be reviewing ACCESS 2.0 trend data to determine long term goals and interim measures of progress. At this time these discussions are still occurring. Upon full review of the trends by the ESSA Advisory recommendations will be submitted to the Maine DOE and will be considered in the Maine State Plan.



## APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

*Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.*

### DIFFERENCES IN RATES CALCULATED USING SCHOOL - LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

## APPENDIX C: EDUCATOR EQUITY EXTENSION

*Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.*

### DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income</b>	Box B: enter rate		Box F: enter rate as a		Box J: enter rate as a	

<b>students</b>	as a percentage		percentage		percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

## APPENDIX D: HUMAN CAPITAL MANAGEMENT SYSTEM RESOURCES

Improving student learning and educator effectiveness is the primary objective of Maine Schools for Excellence (MSFE), a school improvement initiative managed by the Maine Department of Education that was launched in 2010 and funded by two federal Teacher Incentive Fund (TIF) grants. Premised on the belief that “the quality of a school cannot exceed the quality of educators, and the quality of educators cannot exceed the quality of the systems in place to attract, motivate and retain those educators,” (Aspen Institute, 2011) MSFE, together with lead technical support provider, American Institutes for Research, supported the development of a suite of human capital system resources that



address each of the areas in the graphic to the right. By engaging collaboratively with key stakeholders, districts are encouraged to adapt these resources to their unique needs with the ultimate aim of creating and sustaining a workforce of high-performing teachers and leaders who are aligned in purpose, teamed in their efforts, and motivated to advance and excel in delivering highest quality instruction to all students.

### Educator Preparation

Resource	Description
New Teacher Mentoring Materials (Created and revised by Anita Stewart McCafferty, 2016) <a href="http://maine.gov/doe/effectiveness/mentorin g.html">http://maine.gov/doe/effectiveness/mentorin g.html</a>	Updated new teacher mentoring materials that cover: <ul style="list-style-type: none"> <li>• Module 1 - Needs of Beginning Educators, Confidentiality and Need for Induction and Mentoring</li> <li>• Module 2- Maine’s Initial Teaching Standards &amp; Evidence-based Instructional Strategies</li> <li>• Module 3 - Effective Communication Strategies &amp; Listening Skills</li> <li>• Module 4- Mentoring Approaches, Coaching Cycle &amp; Observation Practice</li> <li>• Module 5- Review, Stress Management &amp; Conflict Resolution</li> </ul>
Teacher Leadership Profiles and Resources <a href="http://www.maine.gov/doe/teacher-leadership/index.html">http://www.maine.gov/doe/teacher-leadership/index.html</a>	Resources aimed at building awareness of teacher leader standards, opportunities, and profiles of local and national teacher leader models.

## Employment

Resource	Description
HR Planning Tool	Automated tool and guidance document for engaging key stakeholders in the development and communication of a district-wide human resource plan
Job Description for Classroom Teacher <a href="http://maine.gov/doe/excellence/resources/16-4943-v04-Teacher-job-description-ed-final.docx">http://maine.gov/doe/excellence/resources/16-4943-v04-Teacher-job-description-ed-final.docx</a>	Sample job descriptions for classroom teacher position that are aligned with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Job Description for Principal <a href="http://maine.gov/doe/excellence/resources/16-4943-v01-Principal-job-description-ed-final.docx">http://maine.gov/doe/excellence/resources/16-4943-v01-Principal-job-description-ed-final.docx</a>	Sample job descriptions for principal position that are aligned with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Employment Advertisements for Classroom Teachers Sample A: <a href="http://maine.gov/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Teacher.docx">http://maine.gov/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Teacher.docx</a> Sample B: <a href="http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Teacher.docx">http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Teacher.docx</a> Sample C: <a href="http://maine.gov/doe/excellence/resources/16-4943c-v03-SAMPLE-AD-Teacher.docx">http://maine.gov/doe/excellence/resources/16-4943c-v03-SAMPLE-AD-Teacher.docx</a>	Sample employment advertisements for classroom teacher position that that can be tailored to district needs and priorities
Employment Advertisements for Principals Sample A: <a href="http://maine.gov/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Principal.docx">http://maine.gov/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Principal.docx</a> Sample B: <a href="http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Principal.docx">http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Principal.docx</a> Sample C: <a href="http://maine.gov/doe/excellence/resources/16-4943c-v03-SAMPLE-AD-Principal.docx">http://maine.gov/doe/excellence/resources/16-4943c-v03-SAMPLE-AD-Principal.docx</a>	Sample employment advertisements for principal position that that can be tailored to district needs and priorities
Interview Protocol for Classroom Teachers <a href="http://maine.gov/doe/excellence/resources/16-4943-v01-Interview-Protocol-Teacher-final.docx">http://maine.gov/doe/excellence/resources/16-4943-v01-Interview-Protocol-Teacher-final.docx</a>	Sample interview protocol and questions for classroom teacher position that align with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Interview Protocol for Principals <a href="http://maine.gov/doe/excellence/resources/16-4943-v01-Interview-Protocol-Principal-final.docx">http://maine.gov/doe/excellence/resources/16-4943-v01-Interview-Protocol-Principal-final.docx</a>	Sample interview protocol and questions for principal position that align with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Entry Interview Protocol and Survey	Sample interview protocol and survey questions to help school districts and administrators gain information to better understand the factors that

	influence a staff member's decision to accept the position he/she has been offered. Understanding these factors can direct schools or school districts to identify policies, supports, and resources that can support successful recruitment and retention efforts.
Exit Interview Protocol and Survey	Sample interview protocol and survey questions to help school districts and administrators gain information to better understand why staff choose to leave their positions. Understanding the factors that influence an educator's decision to leave an organization can direct districts to identify policies, supports, and resources that can support successful retention efforts.

#### Evaluation and Professional Growth

Resource		Description
TEPG	Model TEPG Evaluation and Professional Growth Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when building their teacher evaluation and professional growth program. The document includes guidance on designing local system components and selecting of multiple measures of effectiveness in order to meet the requirements of Maine's Chapter 180
	TEPG Rubric and Companion Guide <i>(Currently undergoing revision/ refinement for release of version 3.0 in Summer of 2017)</i>	Anchored in the National Board for Professional Teaching Standards' Five Core Propositions and related standards, the TEPG rubric describes the criteria for evaluating teacher practice against four levels of performance (Ineffective, Developing, Effective and Distinguished). The TEPG Rubric Companion Guide offers practitioners an extended guide to interpreting and applying the rubric and includes narrative descriptions of each standard, as well as Key Elements, Questions for Reflection and Planning, Critical Attributes, Possible Examples and Implications for Professional learning for each level of performance within a standard.
	TEPG Goal Setting Template	Template designed for use by individual practitioners as they self-reflect and set measurable professional growth goals for use as a measure of effectiveness
	TEPG Professional Development Modules	Best suited for use in a PLC-type of environment, the MSFE TEPG Modules are designed to build/deepen practitioner understanding of the instructional practices and performance levels related to each standard indicator in the

		TEPG rubric. Modules are used in concert with the TEPG Rubric Companion Guide and feature a guiding PowerPoint with videos, discussion protocols, observation scenarios, as well as facilitator notes and related participant handouts.
	Video Peer-Review Protocol	Protocol for use by practitioners as they provide feedback to one another using videos of classroom practice for the purpose of reflecting upon and improving instructional practice
	Student Work Analysis Protocol	Protocol for use by practitioners as they collaboratively examine student work for the purpose of reflecting upon and improving instructional practice
	Peer Observation Protocol	Provides guidance to classroom teachers as they engage in formative observation and improvement-focused feedback conversations with colleagues
LEPG	Model LEPG Evaluation and Professional Growth Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when building their principal evaluation and professional growth program. The document includes guidance on designing local system components and selecting of multiple measures of effectiveness in order to meet the requirements of Maine's Chapter 180
	LEPG Rubric and Companion Guide <i>(Currently undergoing revision/ refinement for release of version 2.0 in Summer of 2017)</i>	Anchored in the National Board for Professional Teaching Standards' Five Core Propositions and related standards, the LEPG rubric describes the criteria for evaluating principal/leader practice against four levels of performance (Ineffective, Developing, Effective and Distinguished). The LEPG Rubric Companion Guide offers practitioners an extended guide to interpreting, reflecting upon and applying the rubric, and includes narrative descriptions of each standard (in version 2.0, currently in development), as well as Key Elements, Questions for Reflection and Planning, Critical Attributes, Possible Examples and Implications for Professional learning for each level of performance within a standard.
	LEPG Goal-Setting Template	Template designed for use by individual practitioners as they self-reflect and set measurable professional growth goals for use as a measure of effectiveness
	LEPG Professional Development Modules <i>(Currently in pilot use in TIF 4</i>	Best suited for use in a PLC-type of environment, the MSFE LEPG Modules are designed to build/deepen practitioner understanding of the instructional practices and performance levels related to each standard indicator in the



	<i>districts; public release in Summer of 2017)</i>	TEPG rubric. Modules are used in concert with the LEPG Rubric Companion Guide and feature a guiding PowerPoint with videos, articles, discussion protocols, reflection activities, as well as facilitator notes and related participant handouts.
	Leadership 360° Survey	Feedback tool with items aligned to each standard in the LEPG that offers the opportunity for staff to provide input as to their perceptions of the leader's performance. Results can be included as part of the multiple measures of effectiveness in the LEPG rating, as well as for individual leader reflection and goal-setting.
SLO	Model SLO Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when developing their local Student Learning Objectives process for measuring student growth in the PEPG systems. The document features detailed steps and considerations to assure that each aspect of the SLO process including the selection/ design of assessments and student growth targets, timelines for completion, approval and ongoing monitoring is approached with fidelity and attention to the needs of the local district.
	SLO Professional Development Modules	A set of videos and accompanying materials that guide practitioners through each step of the SLO process from assessment development, to approval, monitoring and scoring, and include opportunities for discussion and decision-making with regard to the local SLO design and expectations.
	SLO Assessment Checklist	An annotated, editable checklist addressing each component of a quality assessment for practitioners to use when developing/approving assessments for use as the basis of an SLO measuring student growth
	SLO Template	An annotated, editable template that provides a model for consistent documentation of information related to each SLO, including the student needs assessment, as well as the content standards, growth targets, progress monitoring and formative/summative assessments included as part of an individual practitioner's SLO
	SLO Approval Checklist	An annotated, editable checklist addressing each component of a quality SLO for practitioners to use when developing/approving SLOs for use as a measure of student growth

	Quality Assessment Development and Approval Professional Development Modules	Materials including PowerPoint presentations, discussion protocols and feedback scenarios designed to build practitioner skills and knowledge related to the design of quality assessments, as well as build local capacity for peer and administrator review and feedback of assessments before use/administration as part of the SLO process
	Sample Teacher Created Assessments	An ongoing collection of quality teacher-created assessments that can be used as models for local practitioners when designing classroom based measures of student growth
Data Analysis Protocol		Protocol document providing guidance for districts/schools/teams to use when examining data related to educator effectiveness as a means to reflect and engage in decision-making, planning and goal-setting processes

#### Recognition and Reward

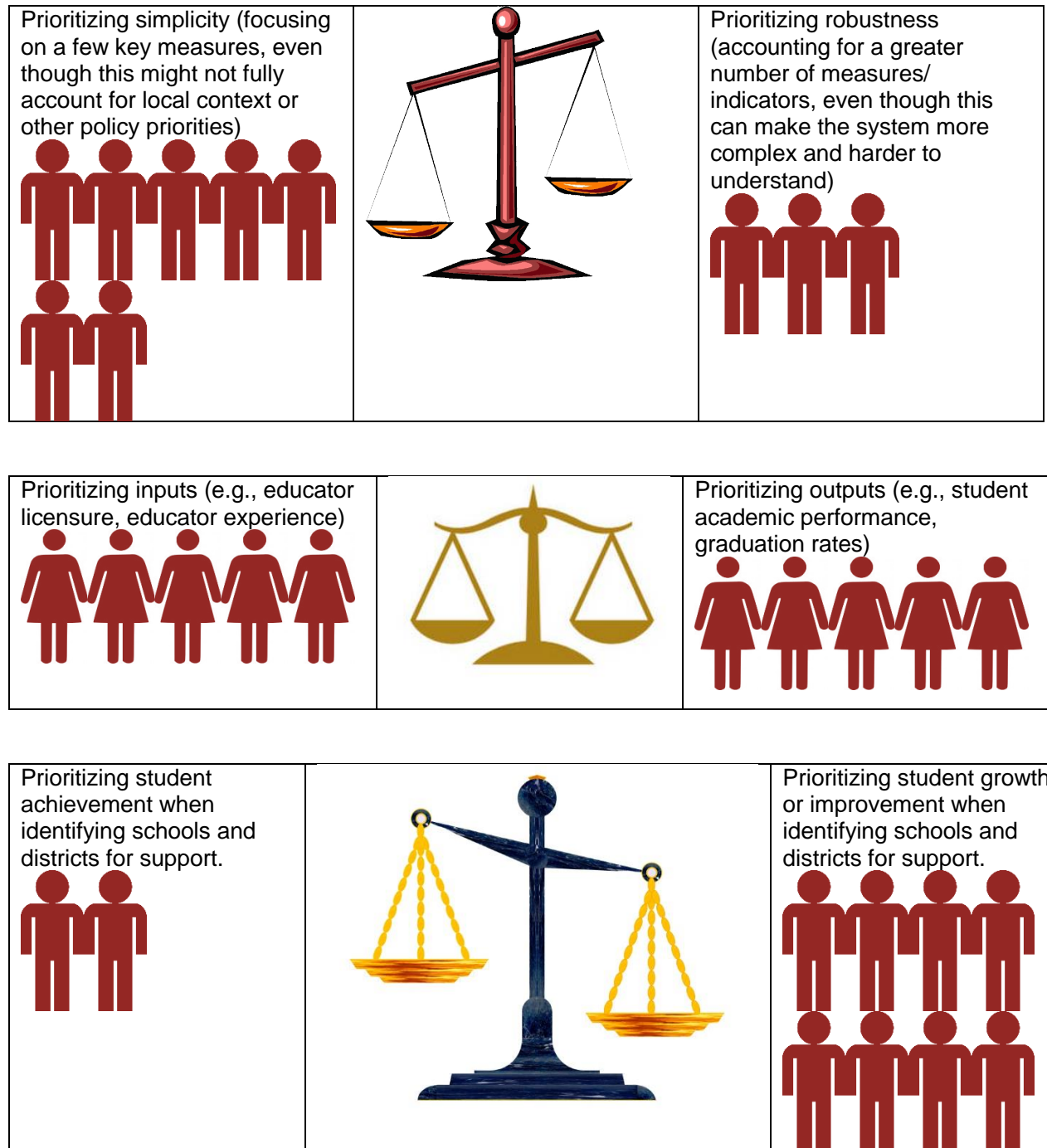
Resource	Description
Model R&R Framework and Guidelines	Describes MSFE's approach to district-wide recognition and reward for teachers and leaders, that can be tailored to district needs and priorities
R&R Generator	Automated tool and guidance document designed to assist districts in calculating and reporting staff member performance-based pay. The software program assists with data entry, data validation, computation of payment calculations, and report generation.

#### School Environment

Resource		Description
School Climate Resources <a href="http://maine.gov/doe/excellence/documents/School%20Culture%20and%20Climate%20Resources.docx">http://maine.gov/doe/excellence/documents/School%20Culture%20and%20Climate%20Resources.docx</a>		Inventory of school environment related resources and technical support providers
Learner Perception Surveys	Student Perception Survey – Early Elementary (K-2)	Interview protocol for use with k-2 students with eight discussion prompts; provides data to inform professional practice ratings, teacher self-reflection, and/or professional goal writing
	Student Perception Survey – Elementary (3-5) Short and Long Versions	Surveys with twenty-nine or forty-six multiple choice items (no, sometimes, yes, or I don't know) and one open-ended optional prompt for additional feedback; provides data to inform professional practice ratings, teacher self-reflection,


		and/or professional goal writing
	Student Perception Survey – Secondary (6-12) Short and Long Versions	Surveys with thirty-seven or sixty-six multiple choice items (strongly disagree, disagree, agree, strongly agree, and not sure) and one open-ended optional prompt for additional feedback; provides data to inform professional practice ratings, teacher self-reflection, and/or professional goal writing
	Student Perception Surveys TEPG and LEPG Alignment Guides	Provides tables with suggested areas of alignment between each survey item/prompt with TEPG or LEPG rubric standard indicators
Staff Perception Surveys	Staff Perception Surveys	MSFE version: Survey with seventy-two multiple choice items (strongly disagree, disagree, agree, strongly agree, and not sure); provides data to inform professional practice ratings, leader self-reflection, and/or professional goal writing EDCSL version: xxx
	Staff Perception Survey TEPG and LEPG Alignment Guides	Provides tables with suggested areas of alignment between each survey item/prompt with TEPG or LEPG rubric standard indicators
	School Climate Professional Development Modules	Set of six school climate improvement online modules released through the USDOE to support users of EDSCLS (USDOE school climate surveys; or any valid and reliable climate surveys
	Parent and Family Focus Group Protocol	Protocol for leading focus group discussions related to parent and family perception of school social and academic climate
	Parent and Family Focus Group LEPG Alignment Guide	Provides tables with suggested areas of alignment between each discussion item/prompt with LEPG rubric standard indicators
Incorporating School Environment Data Into Educator Evaluation Growth <a href="http://maine.gov/doe/excellence/resources/TEPGandEnvironmentDataAnalysisProtocol-FINAL-06-21-16.pdf">http://maine.gov/doe/excellence/resources/TEPGandEnvironmentDataAnalysisProtocol-FINAL-06-21-16.pdf</a>		Six-step protocol for end of the year TEPG data review; includes predicting, observing, and interpreting data followed by connecting to professional development and support; identifying implications, and process reflection
School Climate Data Analysis Protocol		Seven-step protocol for data analysis that includes predicting, understanding and observing data followed by identifying findings, developing key findings, connecting key findings to professional development, practices and policies, and implications

## APPENDIX E: MAINE ESSA SURVEY GRAPHS

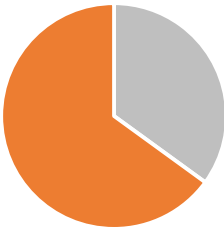


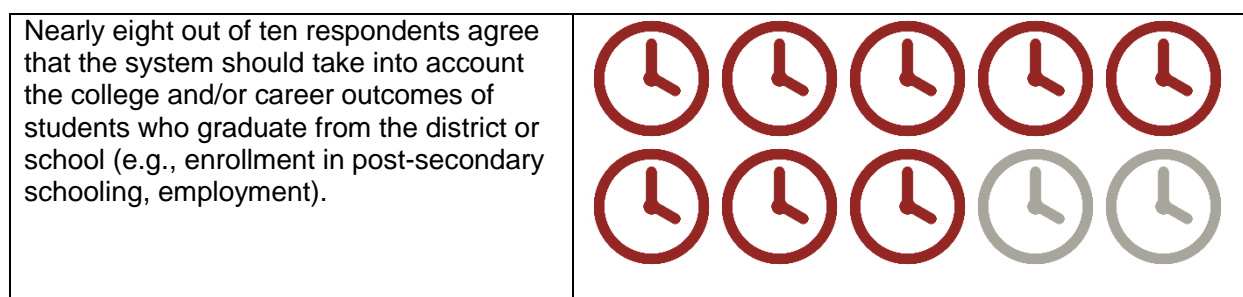
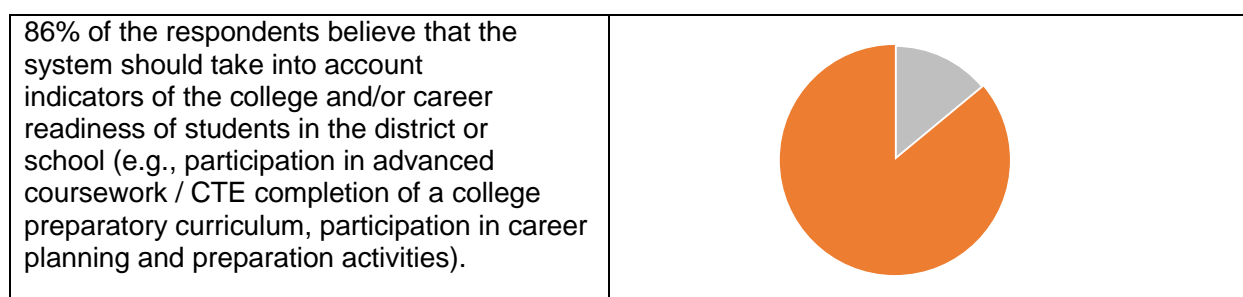
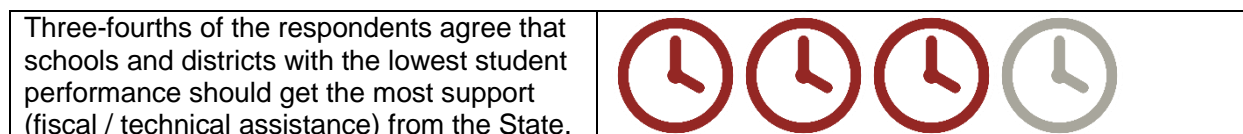
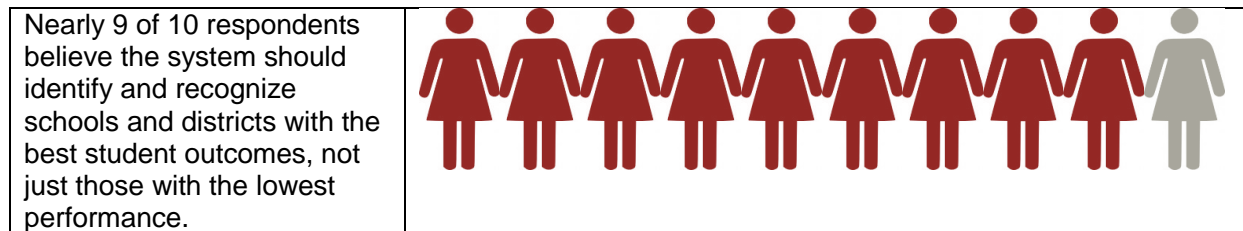
<p>Identifying schools and districts that perform the lowest as compared to others</p> 		<p>Identifying schools and districts performing below a certain standard</p> 
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<p>Identifying school districts based solely on its lowest performing school ("a district is only as strong as its weakest school")</p> <p><b>15%</b></p>		<p>Identifying a school district based on the overall performance of its students</p> <p><b>85%</b></p>
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<p>Nearly nine out of ten respondents agree the measure of student performance should incorporate both achievement and growth.</p>	
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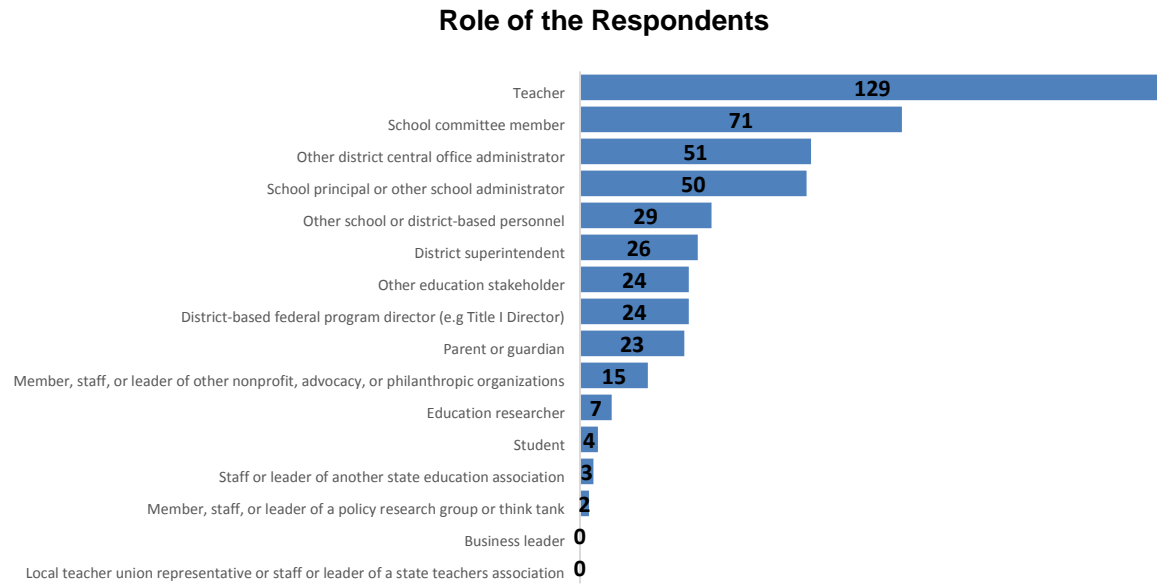
<p>Nearly three-fifths of the respondents think the system should identify the schools and districts with the lowest overall student performance.</p>	
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<p>65% of the respondents believe the system should identify the schools and districts with the largest achievement gaps between student subgroups.</p>	
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## Characteristic of the Respondents

Nearly eight out of ten respondents are frontline educators at the district- and school levels (e.g., superintendents, principals, teachers), and key stakeholders (e.g., parents, students). The figure below shows the number of respondents by role.



**APPENDIX F: ESSA ADVISORY WORKGROUP AND MEETING NOTES****ESSA Advisory Work Group  
Membership**

<b>Name and Title</b>	
<b>LD 1253 Membership Role</b>	
Betsy Webb, Superintendent Bangor Public Schools 73 Harlow Street Bangor ME 04401 <a href="mailto:bwebb@bangorschools.net">bwebb@bangorschools.net</a>	I. Superintendent
Heather Blanchard Director of Instructional Support Lewiston Public Schools Dingley Building, 36 Oak Street, Lewiston, ME 04240 <a href="mailto:hblanchard@lewistonpublicschools.org">hblanchard@lewistonpublicschools.org</a>	K. Curriculum Leaders
Heather Perry Superintendent Gorham Public School 75 South St Suite 2 Gorham ME 04038 <a href="mailto:Heather.perry@gorhamschools.org">Heather.perry@gorhamschools.org</a>	I. Superintendent
Mary Nadeau Principal, Nokomis HS RSU 19 266 Williams Road Newport, ME 04953 <a href="mailto:mnadeau@rsu19.org">mnadeau@rsu19.org</a>	D. Principals
Jodi McGuire Director of Instructional Support Yarmouth Schools 101 McCartney Street, Yarmouth, Maine 04096 <a href="mailto:Jodi_mcguire@yarmouthschools.org">Jodi_mcguire@yarmouthschools.org</a>	K. Curriculum Leaders
David Bridgham Business Officer RSU 24 2165 US Highway 1 Sullivan ME 04664 <a href="mailto:dbridgham@rsu24.org">dbridgham@rsu24.org</a>	



Ray Poulin Retired <a href="mailto:rpoulin@maine.edu">rpoulin@maine.edu</a>	
Robert Kahler Principal, Lisbon Community School 28 Dumas Street, Lisbon Falls, Maine 04252 <a href="mailto:rkahler@lisbonschoolsme.org">rkahler@lisbonschoolsme.org</a>	D. Principals
Terry Wood Curriculum Director SAD 1/RSU 79 79 Blake St Ste 1 PO Box 1118 Presque Isle ME 04769 <a href="mailto:woodt@sad1.org">woodt@sad1.org</a>	K. Curriculum Leaders
Fern Desjardins Superintendent RSU 33 PO Box 9 Frenchville ME 04745 <a href="mailto:fdesjardins@msad33.org">fdesjardins@msad33.org</a>	I. Superintendents
Prof, Jon Reisman UM System Washington County <a href="mailto:jreisman@maine.edu">jreisman@maine.edu</a>	
Doug Larlee Teacher Carrabec Community School RSU 74 56 No. Main Street North Anson, Me 04958 <a href="mailto:dlarlee@carrabec.org">dlarlee@carrabec.org</a>	K. Curriculum Leaders
Jessica E. Sturges  207.749.6558 District ESL teacher, K-12 RSU 5 - Durham, Freeport, Pownal <a href="mailto:sturgesj@rsu5.org">sturgesj@rsu5.org</a> <a href="#">ESL website</a>	C. Teachers
Gail Cressey, NCLB Coordinator Portland Public Schools 353 Cumberland Ave Portland ME 04101 <a href="mailto:cressg@portlandschools.org">cressg@portlandschools.org</a>	
Guy Bourrie	

211 West Washington Road, Washington, Maine 04574 <a href="mailto:guybo211@gmail.com">guybo211@gmail.com</a>	H. School Boards
Debbie Levesque Principal Millinocket Public School Granite Street School 191 Granite Street Millinocket ME <a href="mailto:dlevesque@millinocketschools.org">dlevesque@millinocketschools.org</a>	D. Principals
Lee Jackson RSU 34 School Board <a href="mailto:Leejackson633@gmail.com">Leejackson633@gmail.com</a>	H. School Board G. Student
Ande Smith <a href="mailto:Ande-sbe@outlook.com">Ande-sbe@outlook.com</a>	B. State Board of Education
Amy Johnson MEPRI 140 School Street Gorham, ME 04038 <a href="mailto:amyj@maine.edu">amyj@maine.edu</a>	F. Education Research Institute
Betsy Chapman Former School Board member RSU 22 <a href="mailto:Bpchapman37@gmail.com">Bpchapman37@gmail.com</a>	E. Parent
Candace Crane Principal Houlton Elementary School 60 South Street Houlton, ME <a href="mailto:Candace.crane@rsu29.org">Candace.crane@rsu29.org</a>	D. Principal
Jennifer Michaelis <a href="mailto:Jenred823@gmail.com">Jenred823@gmail.com</a>	C. Teachers
Bob Kautz Maine Charter Commission <a href="mailto:Bob.kautz@maine.gov">Bob.kautz@maine.gov</a>	
Internal ESSA Team Rachelle Tome, Jaci Holmes, Janette Kirk, Angel, Nancy Mullins, Beth Lorigan, Charlotte Ellis, Chuck Lomonte	A. Department of Education



## **ESSA Advisory Group**

**November 2, 2016**

**9AM – 3PM**

**Cross State Office Building**

**Type of Meeting: Initial Convening of the ESSA Advisory Group**

**Facilitator: Bob Hasson**

**Attendance: Heather Perry, Fern Desjardins, Jon Riesman, David Bridgham, Betsey Chapman, Janette Kirk, Nancy Kirk, Ande Smith, Ray Poulin, Heather Blanchard, Gail Cressey, Robert Kahler, Jim Sloan, Bob Kautz, Robert McDonald, Doug Larlee, Jennifer Michaels, Jessica Sturges, Amy Johnson**

**Maine DOE: Jaci Holmes, Angel Laredo, Bob Hasson, Beth Lorigan, JanetteTarr, Bill Beardsley, Nancy Mullins, Bob Hasson, Janette Kirk, Nancy Kirk, Chuck Lomonte, Debra Plowman, Sherry Wyman**

**Public: Dan Allen & Paul Hamilton, MEA, Vicki Wallack, MSSA, Phil McCarthy, Brian Hubbell, Legislative Education Committee, Scott Reynolds, Northeast Comprehensive Center**

**9:00 AM: Welcome**

Deputy Commissioner Bill Beardsley welcomed the group and thanked them for their involvement in the ESSA work ahead. He shared that he believes that the ESSA is a good bill to move education forward in Maine.

### **A. Purpose and Goals**

### **B. Introductions**

Jaci also welcomed the group and explained how the membership represents educational interests in Maine. She told the membership that their collaboration with the Maine DOE in the application process is critical. Members of the Advisory Panel, visitors and Maine DOE staff introduced themselves. Jaci introduced the internal Maine DOE ESSA team. She explained that the internal team has been planning for this advisory panel meeting. There are three focus areas in the application, so subgroups looking at each area will be established today for accountability, school improvement and the consolidated application. Panel members will choose a sub-group, or sub-groups to participate in.

Jaci commented on ESSA and believes it to be a significant shift from the federal government to the state.

**9:30 AM: Overview and Update – Where are we now?**

## **A. Key Elements of the Vision**

- 1. Six key areas of ESSA**
- 2. Maine's Blueprint for Future Generations**
- 3. State Funding**

Janette Kirk provided an overview of the seven “buckets” which encompass the primary areas of the ESSA and the State Consolidated Application. There will be some changes for this next application to the U.S. Department of Education due requirements under ESSA needing to be addressed; the DOE team has decided that innovative assessment pilots will not be part of this new work as the Maine DOE does not have the necessary capacity to implement this element. The accountability system will be revised in incorporate all required 5 elements. We will change the terms for identifying schools for support to comprehensive supports and intervention and targeted supports and intervention. There will continue to be separate federal funding streams. It is perceived Maine will not be receiving more funding through the new ESSA, but there will be shifts in how funds are used and the funding streams to which they apply.

The primary seven elements feed into an accountability system that will provide data for a district and/or school review. Janette shared the 9 titles that encompass ESSA. All titles will focus on equity. Title 5 has been moved to be Title 6. The McKinney-Vento act was also reauthorized outside of ESSA with those changes being implemented in the coming months.

Janette shared that the DOE is looking at the ESSA application in three key areas; accountability, school improvement and the consolidated application. She shared current thinking around a single consolidated application and school improvement process for all districts to complete including options gleaned from stakeholder engagement indicating accountability should apply to all schools not only those receiving Title I funds. The team is looking to change the “improvement” mindset from a negative to a positive process that all schools engage in. She said that we are exploring making available DirigoStar to all schools within the state to support their school improvement work.

She explained the “consolidated” application process. Presently the DOE has a consolidated application encompassing a Title I, Title II, Title III, and Title V applications which seem to be in individual silos. The Maine DOE is exploring how this application can truly become a consolidated application in to braid federal funds in order to meet the school and student needs.

She explained the idea using a differentiated tiered system of support (DTSS) for Maine schools, providing schools with an appropriate level of support based on their needs. Jaci said that the terms targeted and comprehensive supports are ESSA terms. She said that there are opportunities for making overarching changes across the state. The Maine DOE would like to move away from a negative approach to school improvement.

Heather Perry remarked that the goals described by Janette are laudable. David Bridgham said that the NCLB approach to shaming schools and districts is not positive and does not look well when the media reports the information about school in a negative light.

Jaci said that the team will be looking at a variety of data points that will help a school to decide where it needs to improve. Betsey Chapman said that she thinks that it makes sense to have a baseline of school information available to the media that would help communities to understand how things are going in their schools.

Heather Perry asked about the involvement of the stakeholder groups. Jaci explained that the Maine DOE has been on top of the work being done on the federal regulations. She shared that there will be some changes in the final regulations after the public comment period and that the date for implementation is

Fall 2017. She said that Maine's application target is March 1<sup>st</sup> and the DOE is anxious to move the sub-groups ahead so that the application will be submitted by that date. The Maine DOE internal team is beginning prepare overarching elements within the draft application. The Maine DOE has developed a Google folder to house this information. Heather Perry asked if the sub-groups should be working between now and the end of December to inform the work. She asked if the group could decide to move the application out until July, if the stakeholders feel that it needs more work. There was discussion about the March vs. July date for submission of the application.

Bob Hasson reported that other states have used their strategic plans to inform the application. He said that the application is open to changes in the timeline if the stakeholders feel that is necessary. He wants to be sure that we have a plan that is credible and supported by Maine schools.

Ray Poulin asked which schools will be covered under ESSA Title application. Until now, the law has applied only to public schools. Presently private schools have the option to participate. Janette shared the proposed changes regarding equitable access to federal funds for private schools and indicated that districts may see an increase in participation due to the changes regulating how they receive that equitable share. Private school equitable share as currently proposed will be determined from the total district allocation as opposed to the funds remaining from the allocation once district needs have been met.

Jaci mentioned that ESSA requirements changed the certification expectations for special education teachers. Jaci explained that the DOE has opened Chapter 115 for public comment regarding these changes and other adjustments to certification in general. Jaci said that she welcomes public comments. The Maine DOE needs to be in compliance with OSEP by July 1, 2017.

Ande Smith would like to be able to review the application components framework of the application before the DOE begins to put pieces into it. Jaci explained that the application is available in Google Docs and members of the Advisory Panel will have access to it.

## **B. Clarification of Broad Questions – Survey Results**

Jaci Holmes talked about the ESSA survey that was offered to schools for comment. She reviewed the data on how educators would prefer our system of improvement for schools to look like. One of the important elements found is that respondents want the data to be collected on “all” students.

The survey results informed the crafting of MTSS (Multi-tiered system of supports) for schools. She said that the consolidated application will allow for the use of various funds to support the work. There will be a focus on building college and career ready systems.

Heather Perry said that the number of respondents in the survey was low in general particularly with parents and suggested an additional survey. Jaci said that the internal team has discussed developing a new survey to broaden our responses. Janette shared the Maine DOE had reached out to the Maine PTA which resulted in two webinars being conducted – one during the afternoon and one during the evening to accommodate parent schedules, in order to glean input.

There was discussion about how private schools will be using funds and how this may impact the funds in the local school system.

## **C. Overview of the Workgroups and the Work Ahead**

- 1. Accountability**
- 2. School Improvement**
- 3. Consolidated Application**

Jaci Holmes explained what the work ahead may look like in each group. The internal team will be keeping notes from the various groups working on ESSA. The main driver in our overarching vision for the work will be “supporting all students”. The focus needs to be on keeping the work positive and supporting our excellent teachers in a positive manner. We are examining the braiding of federal of federal funds to make this work happen. For schools currently operating with school wide approval and flexibility, the spending of federal funds is a little more flexible. If targeted assistance Title I schools would like to operate within a school wide model, a comprehensive assessment remains to be a requirement under ESSA.

Jaci walked the group through the Chart of the ESSA Consolidated Application Components.

Section 3 of the chart is accountability and school improvement. Jaci explained that many states are looking at chronic absenteeism, but Maine will want to look at it from a more positive angle, possibly using the term “consistent attendance”. Maine DOE will be looking at an array of data elements that will assist individual schools. The weights for each type of assessment will be determined by the state, not the federal government.

Section 4 is supporting excellent educators. Maine has a plan for teacher effectiveness and schools will no longer be held to the previous highly qualified requirements from NCLB. Educator development, advancement will need to be addressed. Maine has already has a fully developed Educator Equity Plan which will be embedded in the consolidated application.

Section 5 is about supporting all students. Jaci talked about the continuum of supports pre-K through grade 12. We are looking at equitable access to a well-rounded education.

There was discussion about the direction of the stakeholder work. There was a question about whether this is the most powerful motivating force for moving school improvement in Maine. There was discussion about all of the motivating factors in the Maine DOE for moving student achievement and school improvement.

### **11:30 AM: Working Lunch – Review of State Samples**

There was discussion about the impression that each group had on the state sample that they reviewed. There was discussion about definitions of what “high performing” definition looks like in Maine. There may be high achieving schools, but can they show growth? How do we look at the unique characteristics in all school in Maine?

Fern Desjardins said that her group appreciated the framework used in North Carolina’s application. She noted that Maine could use a similar framework. There was a question about the 120 days to approve a state plan. Jaci said that she will check on the actual required timeframe.

Group 2 looked at Illinois. There was discussion about how specific Maine’s plan needs to be. Jaci said that some of the states have pulled together a draft that has a number of areas that are open ended and can be added to as the writing goes forward. She said that we need to provide specific criteria for how to define the various levels.

The group that reviewed Delaware found that there was one point of data with too much emphasis on high stakes testing. Delaware used the standards as part of their criteria. The group thought that tracking grade level proficiencies might be difficult. The state focused on the college and career ready work and they

included “context measures” that gave the plan clear context. They thought that the plan was over written, but had a good framework. They started with the definition of a good school and they liked that aspect.

Jaci said that we could set up a call with any state if a sub-group would like to do that. Heather Perry said that she thought that we should include an additional array of data to base our plan on. Betsey Chapman would like to have data about community colleges regarding the number of remedial courses that students are taking to be able to make it in college.

#### **1:00 PM: Looking Ahead for Workgroups and Overview of Where We are Now**

- A. Accountability**
- B. School Improvement**
- C. Consolidated Application**
  - 1. Educator Equity/ Educator Effectiveness**
    - a. Defining an ineffective teacher or build guidelines**
    - b. Monitoring**
    - c. Human capital management**
- D. English Language Learners**
- E. Federal Funding**
- F. Assessment**

Jaci walked the group through the areas above that the DOE is working on and how the advisory group will be asked to assist.

Chuck Lamonte reported on the teacher growth and evaluation pieces of ESSA. There needs to be a state definition of what an “ineffective teacher” looks like. 87% of our schools have submitted the TEPG systems and they have been approved. The ESSA plan needs to honor the plans that schools have presented.

Evaluation system is based on two pillars:

- 1. Professional performance
- 2. Student Growth

States are going to be held accountable to be sure that the most “at risk” students are also not be served by ineffective teachers. Chuck said that the ineffective teacher definition must include the two pillars listed above. He shared the research that he found on ineffective teachers.

Jaci said that we can provide a definition or a guide to schools whether they have already defined “ineffective teachers” in their TEPG. The state is going to have to report out on the number of ineffective teachers in the state. The districts have already defined what an ineffective teacher looks like and the Maine DOE will honor that. The steering committee will continue to be part of the process for TEPG in schools.

The law allows that schools can terminate teachers who have two years of being rated as ineffective. There are no federal sanctions for states for dealing with ineffective teachers. There continues to be guidance coming to states on how to manage this piece of the plan.

#### **Timeline Going Forward**

Item	By whom?	By when?
# of remedial classes taken by freshmen		

Stakeholder feedback survey	ESSA team	
Private school clarification	Janette Kirk	Nov. 30?
Attendance data		
Purpose of assessments		
Delaware plan – full version	Chuck Lomonte	Completed at conclusion of meeting
Language 1253/MSSA Resolution		

### Developing workgroups

The group went around the room with Jaci capturing the workgroup request from the advisory group. This will allow for additional stakeholders to be added to areas of need within the three work groups. It was observed that the accountability workgroup had plenty of representation from the advisory group. Jaci will be contacting additional stakeholders for workgroup involvement.

### *Plus /+ - Delta/Δ feedback*

Bob requested feedback from the group regarding the initial advisory group meeting. Feedback should be in the form of an appreciation (*plus* or *+*) makes any subsequent suggestion for change (*delta* or *Δ*)

### What worked? (plus or +)

Anyone who wanted to share could share.  
Looking at examples of other state plans helped.  
The right level of detail...  
Well-planned and organized, the framework is set.  
Working lunch was a good amount of time to work.  
Those who eat quickly enjoyed the lunch.  
Good cross section of people in the group from north to south. Good job reaching out to people.

### What could have been better? (*delta* or *Δ*)

The space was cramped.  
There could have been some more structure in place to be sure that everyone could have a chance to talk.  
More questions leaving than when he came in. Provide more information ahead of time.

### Next Meetings:

- **November 30, 2016 9AM-3PM, Three Specific Topic Workgroups Rooms 500 and 541 of the Cross Office Bldg.**
- **January 2017 Advisory Workgroup**





## **ESSA Advisory Workgroup**

**And additional specific workgroup members**

**November 30, 2016**

**9AM – 3PM**

**Room 202 Cross State Office Building**

**(Joint Education Committee Room)**

**Attendance:** Heather Perry, Fern Desjardins, Jon Riesman, David Bridgham, Betsey Chapman, RayPoulin, Heather Blanchard, Robert Kahler, Bob Kautz, Robert Kahler, Doug Larlee, Jennifer Michaels, Jessica Sturges, Amy Johnson, Betsey Webb, Mary Nadeau, Candace Crane, Terry Wood, Guy Bourrie, Dan Chuhta, Kathy Germani, Victoria Bucklin, Pender makin, Mary Ann Spearin, Lora Travers Moncure, Patrick Phillips, Chris Inforf, Jennifer Stanbro, Casey Beaudoin, Matt Drewette-Card, Jim Boothby, Kate Hersom, Phillip Potenziano, Deb Taylor

**Maine DOE:** Jaci Holmes, Rachelle Tome, Angel Laredo, Bob Hasson, Beth Lorigan, Nancy Mullins, Bob Hasson, Janette Kirk, Chuck Lamonte, Debra Plowman

**Public:** Dan Allen and Lois Kilby-Chesley, MEA, Vicki Wallack, MSSA, Brian Hubbell, Legislative Education Committee, Scott Reynolds and Steve Hamilton, Northeast Comprehensive Center

**9:00-10:00:** Full group meeting

- **Workgroup for LD 1253-Overview of Expectations**
- **Data System Capacity-Charlotte Ellis**
- **Remedial course data in Post-secondary**

Jaci also welcomed the group and explained how the day will look. She remarked on the final ESSA regulations which came out last week. She reviewed the six key areas of ESSA requirements. Maine will not be addressing additional innovative area, keeping the focus on our six key areas at this time. She discussed the timeline for Maine's application and the work expected from the three workgroups. There will be a peer review process in Washington, DC in January 2017 which Maine will utilize. The workgroups will be providing ongoing review of Maine's components for each key area.

There can be up to seven years now for the graduation cohorts. Post-secondary completion will be an important topic to consider. ESSA has changed the summative assessment requirements from one specific assessment to a variety of, or multiple elements in the assessment. The data elements could be part of a data dashboard. The first year of ESSA implementation will be 2017-18. Flexibility has been provided to the states in these regulations. Reporting of determinations will start in 2018-19.

Jaci reviewed the variety of data that Maine will have to report on, many of which are similar to the NCLB Report Cards on both the State Educational Agency (SEA) and school administrative unit (SAU) level. The Maine DOE is trying to provide a number and variety of public forums to get information about the ESSA out to the people of Maine.

Jaci walked through the components of LD 1253 which required a task force. The ESSA Advisory Workgroup will meet the requirement of both LD 1253 and ESSA requirements. There are some elements of LD 1253 that go beyond the ESSA statutory required elements. The workgroups will need to be thoughtful in the consideration of the elements that go beyond ESSA at this time.

Heather Perry talked about the work MSSA is doing to define college and Career readiness. She shared a cross walk that connects elements in ESSA, in LD453 and PBL. She said that LD 123 looks to proficiency in all eight content areas. Redefining “ready” is defined in the crosswalk. She said that you could use this type of system as a “growth” system. Student need to demonstrate a 2.8 in a 4.0 grade scale. They are working to define multiple measures that should be included. They are considering graduation requirements based on meeting standards. LD 1253 looks at data from attendance and that from a variety of diverse subgroups of students. The guiding principles are part of the definition of “ready”. MSSA is continuing to work on “Redefining ready” in Maine.

Charlotte Ellis provided the group with a list of data that is collected by the Maine DOE. This year we will be collecting attendance data at the student level (not just the school). The DOE has truancy data, ELL, race, ethnicity, migrant status, foster care status, military, homeless, 504 and special education data at the student level. We do not presently have homeschool data. They are starting to collect more information about CTE students. We collect some post-secondary education data that comes from the National Clearinghouse.

Restraint and seclusion, bomb threat data are at the school level. Other data is collected at the school level. Assessment data is collected at the student level. Candace Crane asked about how the state will use the data that we are able to collect. Jaci explained that the accountability will consider this today.

Charlotte said that there is data that we haven’t collected and we will need to determine what we need to consider for the future and how these fit with the states long term goals. There are a number of elements required by the CRDC. She shared the new requirements from ESSA on what data needs to be collected. Jaci said that we will be working with people from other states on how to do The fiscal reporting by school building.

Amy Johnson spoke about the remedial data that we have on this topic. She said that there is some data. The remedial rates for students right out of high school is 28% overall; in 12% for English and 24% for Math. The totals are higher in the community colleges than in the universities. There are differences in what these courses are, but the similar factor is that they do not get credit for the course. To determine the needs for remedial courses, SAT scores are often used as the pre-screen for the need of remedial courses. Some of the community colleges use Accuplacer exams.

Jaci gave each workgroup some direction on what they are tasked with doing during their work time. The application will be written in one voice, with common threads running through it.

**10:00-12:00: Specific Workgroups Convene**

- **School Supports-Room 202**
- **School Review Accountability-Room 541**
- **Consolidated Application-Room 500**

Workgroup report outs:

Accountability:

Heather Perry reported that her groups looked at previous accountability systems and considered systems that other states were looking at. They brainstormed about what the indicators Small groups will meet to look at the indicators and how they might fit into the new Maine plan. They did feel that indicators should connect with the school improvement work. They talked about the extra option and they want to consider redefining “ready”, which MSSA is working on. Teacher and leader retention rate is another

“Keep it Simple” is the theme!

School support group:

Candace Crane reported out on school improvement in the three tiers. They talked about what Tier One should look like in a proactive model. They talked about professional development at Tier two and three. They talked about online and regional professional development.

Janette said that they concluded that district approach is requires central office support. They talked about how to manage school support and how regional supports might look. As a collective group, they see regional support makes sense for reaching schools and districts. She talked about using the dashboard to provide tier one support.

Consolidated application:

Growth and a learned centered child approach. They want to look at all aspects of child development including the social and emotional growth. They would like to see emphasis on the Maine Guiding Principles. Could we use federal funds to improve salaries? Can we use train the trainer models? Could we use teacher education camps? They were considering multiple options for provision of professional development. What combination of activities would be accommodate our needs?

There was discussion on recruitment and retention of teachers/leaders throughout the state especially in those isolated areas in the state. There was discussion about mentors for teacher on things like classroom management, confidence building. .

They discussed what local applications may look like.

Jaci said that we will need to schedule two meetings in January before they go to the application review meeting, if possible. We will send out possible dates in the next several days.

Jaci said that we could send out a survey to get some more feedback from the field.

#### **Next Meetings**

- **January 11 and 31,2017 ESSA Advisory Workgroups**



**ESSA Advisory Workgroup  
Notes  
January 11, 2017**

**Attendance:** Heather Perry, Fern Desjardins, David Bridgham, Betsey Chapman, Ray Poulin, Heather Blanchard, Doug Larlee, Jennifer Michaels, Amy Johnson, Betsey Webb, Mary Nadeau, Terry Wood, Dan Chuhta, Victoria Bucklin, Pender Makin, Mary Ann Spearin, Lora Travers Moncure, Jennifer Stanbro, Matt Drewette-Card, Jim Boothby, Kate Hersom, Phillip Potenziano, Deb Taylor, Gail Cressey, Ande Smith, Deb Levesque

**Maine DOE:** Jaci Holmes, Rachelle Tome, Angel Laredo, Bob Hasson, Janette Kirk, Chuck Lomonte,

**Public;** Vicky Wollock, MSMA

**9-10 AM            Whole Group Overview**

- **New Federal Administration Transition Implications**
    - Federal ESSA Accountability regulations may be rescinded by the new Administration. They are on a list for consideration
    - Implications for the Consolidated Application. We will base the Maine Application on the statutory provisions of the application
    - Newest Guidance on the Application received 1/6/2017 has regulatory provisions which may not stay in place.
    - Maine staff have begun inputting known pieces into the Consolidated Application in areas on Collaboration and Coordination with Stakeholders and Educator Equity Plan approved by the US DOE two years ago.
  - **New ESSA Clarification**
    - Use of ESSA funds for non-Title I students in schools identified for comprehensive and targeted supports particularly in middle and high school
    - Will allow us to look at serving ALL students in identified schools
    - Seeking clarification from USED for supporting ALL schools as a pro-active measure in 2017/18
    - Regional implications by consortiums of SAUs
  - **LD 1253**
    - As we look at ESSA implementation will look at elements that will be considered in an ongoing fashion.
- Data**
- Charlotte reviewed some of the demographic changes over the last 10-11 years

- As we look at ESSA indicators we will need to look at what data elements we have available on the State level, when making our decisions.

## 2:15 PM      **Wrap Up and Report Outs**

### **Accountability Workgroup**

#### Goals for Today

- Identify priorities for accountability review system
- Propose weights for key elements
- Identify and prioritize specific measures
- Consider implications on different structures
- Transition to 2017-2018
- Long- and short-term goals

#### Meeting Norms

- Thoughtfully consider evidence
- Listen with attention and respect
- Share ideas and insight (no “war stories”)
- Take time to think, imagine, and consider before speaking
- Recognize and suspend assumptions
- Remain open-minded and possibility-focused
- Ask thoughtful and clarifying questions

#### Superintendents’ Recommendation of an Accountability

- Why is academic achievement 30% and growth 15%? High achieving districts are harder to grow and we captured schools we shouldn’t have under previous the previous approach.
- Stakeholder survey said growth is more desired; caution about use of survey from “lay people”
- Maybe missing one factor (or getting low scores in one factor) gets you knocked down a little, missing more could knock you down more
- Caution in dismissing lay persons’ input; this draft was built by a few bright people; goal is stakeholder input to be reflected

#### Other Discussion

- If 95% participation is not achieved, it could be minimized in the point structure, it could also require a specific plan on the part of districts to improve participation. Can we distinguish when it is chronic versus episodic? Could we build in accountability on the test producers to advertise and message their product? (Could build it into their contract)
- Maine DOE is working with psychometricians January 17<sup>th</sup> and will provide insight at the January 31<sup>st</sup> meeting to the workgroup.
- In terms of data available, the State has SAT scores. We also have chronic absenteeism.
- 2017-2018 Is the year data is generated so schools are identified before going into the 2018-2019 school year.
- Has the Hope Survey been discussed as a measure? It is something we would have to add.

- Some say “Regular attendance” is not missing more than 10 days, where chronic absenteeism is where 18 days (about 10%) or more are missed.
- Resources for addressing chronic absenteeism would be helpful. A strategy “Count Me In” at use was shared and could be helpful. United Way and Boys and Girls Clubs have also helped.
- Maine is exploring the use of data dashboards to help monitor student learning.
- Attendance versus truancy is what will be reported. Whether absences are due to medical, academic, personal, truant, or other reasons, attendance means being present during instructional time. This might be a factor in the accountability model.
- A sample breakdown of measures was shared from Michigan. They redistribute percentages if a category is not reportable. It was stated only three options could be used if it’s missing: Giving that measure a zero, giving that measure all possible points, or dropping that measure and averaging. Michigan’s approach is not uncommon.
- A super-subgroup may help get more accurate measures...it helped in the past with very small schools.
- On the high school front sample, State collects SAT (reading and math), science, graduation rates, and ELL results.

#### Confirming Consensus on Measures

- Academic Achievement
  - 3-8: ELA and Math (is it based on proficiency rates, average scale score, etc.)
  - HS: ELA and Math
- Academic Progress
  - 3-8: ELA and Math
  - HS: No
- Graduation Rate
  - HS: Combined 4-year, 5-year, 6-year rates (remember PBD)
- Other Academic Indicator
  - 3-8: Chronic Absenteeism? (10% of enrolled days)
  - HS: No
- Progress in Achieving EL Proficiency
  - 3-8: Yes
  - HS: Yes
- Non-Academic Indicator
  - 3-8: Chronic Absenteeism? (10% of enrolled days)
  - HS: CCR Iterative (33 states are pushing for CCR, how are they not getting a double-whammy)

#### Discussing Weights

- This was postponed until greater consensus/confirmation could be provided on the measures themselves.

#### **School Supports**

Comments at start of session...

- Keep identification of new schools ‘positive’ or at least not negative

- Keep language of system simple... (parent on school committee) can't understand what is expected... but things like 'Academic Language' are not understood by non-educators
- Keep system of supports and what schools are expected to do reasonable and not 'overwhelming' which can be the case especially for rural districts with limited resources.
- We have a diverse group but not an 'expert' group.. for example no Elementary principals in the group right now.... (Bob Kahler is an Elementary Principal and was unable to attend and sent his apologies)
- Need to keep it simple and at a level that others understand....
- One member reminded the group "that we are Advisory only..... And that the SEA needs to put in a good plan for Maine in place that meets the requirements of the law... and we also need to target the 'right' schools.... We don't want to target already high performing schools that can't show much gain..."

Then full group split up into two smaller groups, to discuss and develop a theory of action... One focused on Progress Monitoring and the other on Leadership Supports.

Janette has copies of the notes and developed Theory of Action (ToA) for the Progress Monitoring and Leadership Support Groups.

The Professional Development ToA was completed by whole group and follows....

### **Brainstormed List of PD ToA (As a whole group).**

#### **SEA Provides....**

- 1) Professional development resources (guidance, etc)
- 2) Peer to peer (like me) regionalized supports/resources
- 3) Increased partnerships and collaboration between prof. organizations/ agencies and institutes of higher Ed.
- 4) Innovative strategies and opportunities (common workshop days) from outside PD providers e.g. AIR, ASED, etc.

#### **Districts Learn to:**

- 1) Understand, support and value and the value of PD engagements...
- 2) Provide focused, "needs, and evidenced" based PD relevant to district/school improvement
- 3) Implement PD that is economical and efficient (best bang for the buck).

**Which Leads to:**

- 1) Meaningful education & training that addresses real issues/challenges
  - 2) Fully engaged teachers & Admin. With necessary tools -> academic progress
  - 3) Confident and competent teachers (content) able to effectively communicate (who are competent in their content and practice)
  - 4) Improved professional practice (role educator plays within system)
  - 5) Increased repertoire of educator skills
- 

**What was worked on today.....**

Three key areas of supports.... Developed Theory of Actions (ToA)

Progress Monitoring

Leadership Supports and

Professional Development

And then breakout groups aligned Tiered Supports brainstormed on the earlier (1<sup>st</sup>) session to the various areas and ToAs.

At the end, the group found areas (whole child and more detail for leadership) where further discussion potentially at the next meeting was suggested.

Three agenda items for the 31<sup>st</sup>..

- 1) Whole child – systems needed, what does it mean
- 2) Leadership – more detail
- 3) Revisit District School Considerations

**Consolidated Workgroup**

Goal for today is to reach some consensus on items under our purview so that Jaci can have a working draft so that it can be provided to the commissioner this weekend.

1. Review and final consideration of the Guidance on Determining "Ineffective Educator" for the State of Maine



ESSA requires that we define or establish guidelines for defining an "ineffective educator" and to monitor and report an aggregate number of ineffective educators as to the USDOE as required by ESSA.

The review of the guidelines were completed and consensus was reached that the following definition of an ineffective teacher is acceptable:

*Ineffective Teachers describes actions, behaviors, and outcomes that may be characterized by one or more of the following:*

- *a limited or inconsistent repertoire of effectively demonstrating strategies in professional practice model.*
- ***Change: a limited understanding of student development***
- *A limited ability to collaborate with peers and community appropriately.*
- *An inconsistent or low positive impact on student learning and growth.*

*Teachers who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accompanied peers who can facilitate their growth.*

Jaci made the suggestion to supply examples of ineffective teachers:

Team suggested that DOE look at some additional data points as part of the ineffective teachers and that this be done as part of monitoring. Sampling of SAUs was suggested by members.

This definition allows for flexibility but also will guide the SAU to use different data points.

2. Consolidated Application Status - Jaci reviewed the Application as it stood by LCD projection for the Workgroup to visually review.
3. If there are changes (data requirements) in the application that is approved by US DOE MEDOE should reflect when those changes are applicable.
4. The Workgroup reviewed the Chapter 125 Comprehensive educational plan components required to be completed by SAUs on a regular basis as compared to the ESSA LEA application components. They were decidedly similar with the ESSA components a bit more detailed. Members recognize that the new ESSA application is not a new lift. Consideration was raised to use the Dirigo Star electronic platform that 79 SAUs are utilizing for school improvement.

**Next Meeting January 31, 2017 – Similar Format for the Day 9-3PM**



**ESSA Advisory Workgroup  
Notes  
January 31, 2017**

**Attendance:** Fern Desjardins, David Bridgham, Betsey Chapman, Ray Poulin, Heather Blanchard, Doug Larlee, Jennifer Michaels, Amy Johnson, Betsey Webb, Mary Nadeau, Terry Wood, Dan Chuhta, Victoria Bucklin, Pender Makin, Mary Ann Spearin, Lora Travers Moncure, Jennifer Stanbro, Matt Drewette-Card, Jim Boothby, Phillip Potenziano, Deb Taylor, Gail Cressey, Ande Smith, Candace Crane, Jodi McGuire, Kathy Germani, Bob Kahler

**Maine DOE:** Jaci Holmes, Rachelle Tome, Janette Kirk, Chuck Lomonte, Sherry Wyman

**Public;** Vicky Wollock, MSMA; Heidi McGinley, MCLA; Mike Roy, Asst Superintendent, SAD 6

**9-10:45 AM      Whole Group Overview**

- **New Federal Administration Transition Implications**
  - Federal ESSA regulations have been frozen
  - Implications for the Consolidated Application. We will base the Maine Application on the statutory provisions of the application
- **Strategic Plan Intersections with ESSA** – Walked through the Powerpoint
- **Feedback on the Plan from the Peer Reviewers**

Chris Minnich Opening remarks:

  - Patience
  - Leadership from the states – Push the envelope
  - Opportunity to get services to children – Share what you will do to help our schools get better
  - Think “Excellence and Opportunities for Equity”

**Strengths of our draft plan**

Competency based component  
Honoring the Maine Strategic Plan  
Comprehensive concept  
Personalized learning  
Preamble – personalization – as you refine look at ways to incorporate in the remainder of the State plan  
Students, all schools, comprehensive system – building a bond, message was good  
Educator effectiveness and Teacher Incentive Fund work  
Intersection with equity work

### **Things to think about adding:**

Share learnings from intensive work- move to across schools

Priority areas – things that worked, such as human capital management and leadership which can be built up, scaled up

Consider indicators for accountability and some for improvement

Consider expansion to next generation of CTE

- **Vision** – Consolidated application Section 1 requires us to develop long range goals and interim progress measures. Critical Friends suggested that we look at Maine data and trends and then back map the interim progress measures
- **Portraits of our Graduates** – South Carolina and Virginia have developed these. We might want to consider framing some for Maine.
- **Accountability – “Measure What You Treasure”**  
Critical Friend Feedback
  - Indicators should be easily understood, be for improvement and for systemic change
  - Intent of indicators for identification, should be research based, make sure it is not corruptible
  - Other data elements can be for intervention determination
  - Redefining ready, if it is used could build up to, State needs to define its components, take two years to do so. Be careful if the only high school data point on state level is the SAT which is already used in the academic indicator, you should not have an item that has two weights
  - Be mindful of what do we want to evaluate.
    - What is good to know about a school/district?
    - What learning environments do we want to encourage/schools creating?
    - How are we evaluating our effort?
  - In thinking about new accountability elements:
    - Must be statewide
    - Must be researched based
    - Can't be manipulated
- **School Supports**  
Critical Friends Feedback
  - Method for exiting during the 2017-2018 school year –
    - Development of transitional exit criteria as opposed to the original waiver exit criteria
  - Examine the critical elements in turnaround.

- Share effective improvement practices – Innovative Summits which showcases effective practices and builds other educators as supports
- Tiered support model was considered a great model in Maine’s plan
  - Consider funds to focus on what tiers
  - What does it mean to be TSI or CSI if not receiving funds & how does that impact the identification
    - Clear process to resources and a single framework used for all schools
    - Title I requirements utilized as evidence.
    - Needs based cohorts of schools/districts
    - Differentiated way of allocating funds.
- Allows evidence of populations as to how they moved
- Ohio has three tiers and is concerned that tier 2 Targeted will have 50-80% in that category
- Consider naming all three tiers with “Supports”
- A “Continuous Improvement” model – all schools engaged in continuous improvement and sets the expectation that all schools are aiming to improve
- **Consolidated Application**
  - Continue to write based on the ESSA statute
  - Still targeting April 1,2, 2017 submission
  - Will review the completed draft on February 15, 2017 with ESSA Advisory and will send to other specific workgroups simultaneously
  - Plan to post on or around February 26, 27 for 30 days of public comment. Internal ESSA Team will review the comments on a weekly basis and edit the plan accordingly.
  - The intent is to write a proactive plan articulating the relationship of Maine’s Strategic Plan, Maine’s existing statutory provisions that the ESSA components of the plan will allow enhancements
  - To our work as Maine moves forward. In essence we will show the integrations of these factors.

## 2:15 PM      **Wrap Up and Report Outs**

### **Accountability Workgroup**

#### Goals for Today

- Ed Committee: February 9<sup>th</sup> 3:00PM

- Recommend elements for accountability review (K-2, 3-8, HS, FAY, SWD/EL, 2 years former high needs group)
- Propose weights for elements
- Propose measure for summative review (points?)
- Propose communication of whole school performance
- Propose communication of student group performance
- Discuss/recommend long- and short-term goals

#### Meeting Norms

- Thoughtfully consider evidence
- Listen with attention and respect
- Share ideas and insight (no “war stories”)
- Take time to think, imagine, and consider before speaking
- Recognize and suspend assumptions
- Remain open-minded and possibility-focused
- Ask thoughtful and clarifying questions

#### School Quality Requirements

- Allows for meaningful differentiation in school performance
- Must be valid and reliable
- Same indicator(s) must be used within each grade span
- Must be comparable and applicable statewide
- Must be measured and reported annually for all and disaggregated by student groups

#### Reactions to Other States’ Approaches for Accountability

- Saw value in Delaware’s middle section (pink in color) though it would be tough to measure
- Adding more measures could add complications with commitments
- A number of states are separating achievement from growth, often weighting achievement higher—maybe not the best idea
- Tennessee has a K-3 literacy goal, which could be one of Maine’s additional indicators
- A challenge exists in making decisions/direction without data; we could focus the plan more on the second phase of implementation
- Keep it simple—just go with the absolute minimum
- The [accountability] formula is the most important part of making determinations
- Create a formula where resources match identified level of support
- Connect LD 1253

#### Suggested Accountability Indicators and Weightings

- Proposal One
  - 3-8
    - Achievement/Proficiency 42%

- Growth (based on cohort) 38%
    - EL 10%
    - Non-Academic (chronic absenteeism for now) 10%
  - 9-12
    - Achievement/Proficiency 40%
    - Graduation Rate 40%
    - EL 10%
    - Non-Academic 10%
  - Other Thoughts
    - If EL was not present for a school, the 10% would be split equally, with 5% going to growth and 5% to proficiency
    - 9-12 Non-Academic generality presumes that we can't do a CCR measure yet

- Proposal Two

- K-8
    - Achievement: ELA and Math 30%
    - Growth: ELA and Math Cohort (Student A to Student A) 40%
    - Graduation Rate: n/a
    - Non-Academic Student Success: Science 3, 5, 8 20%
    - EL: 10%
  - 9-12
    - ELA and Math 30%
    - PSAT ELA and Math 9<sup>th</sup> 30%
    - Graduation Rate: 4-, 5-, and 6-year cohorts 10%
    - Non-Academic Student Success: CCR-SAT, AP, IB, CTE, ASUAB, Accuplacer, Dual Enrollment 20%
    - EL: 10%
  - Other Thoughts
    - The growth and proficiency blend approach (where a balance is for high achieving districts to have more emphasis on proficiency, and a low achieving districts to have more emphasis on growth) would count for the progress measure...sample weightings follow

	<b>Achievement</b>	<b>Growth</b>
<i>High</i>	75%	25%
<i>Meeting</i>	55%	45%
<i>Partial</i>	45%	55%
<i>Low</i>	25%	75%

- Proposal Three

- K-8 (weightings undecided)
    - Achievement (growth and status weighted system)
    - Proficiency by Grade 3
    - EL

- Attendance
  - 9-12
    - SAT 30%
    - HS Graduation Rate 5%
    - CCR-TBA 40% (Attendance for the first round)
  - Other Thoughts
    - The group shares the idea of using the balance from Proposal Two for proficiency and growth)
    - Would advocate for a much lesser weighting than 70-80% be attributed for student achievement and proficiency
- Further Discussion
  - For K-2, a measure will be needed; it may be that back-mapping Grade 3 learning would be used.
  - Deciding on summative designations/labels
    - Meeting expectations, not meeting expectations, etc. might work as terms
    - Superintendents' suggestion: Exceeding expectations, meeting expectations, progressing towards expectations, requires assistance
    - State expectations are more broad than just the indicators in accountability/review; this should be kept in mind to prevent mis-messaging
  - Deciding on consistently low performing subgroups
    - Perhaps compare them to the State average of that group or the whole
    - A preference was expressed for avoiding the term subgroup
  - N-Size discussion: percent proficient or average scale scores. A preference was expressed for using average scale scores. It helps with the N=10 and with the students on the bubble. Further discussion was planned on this topic.

#### Thoughts/Parking Lot - [Revisited](#)

- Explore 95% participation options, ramifications, etc. [Any district that has either a whole school or student group that is below 95%, we ask the plan. If it's below 75% that raised concerns. \(This plan development is in lieu of working into the formula\)](#)
- Explore implications of accountability frameworks for different types of schools [School-wide support seems like a way to address this. A challenge is finding a way to differentiate schools without identifying a majority of schools](#)
- Use growth for ELA and Math [This is a trend across plans](#)
- Consider looking at student subgroups as another indicator of growth [We must be looking at student subgroups. The idea was looking at Tier 2 students.](#)
- Which subgroups are required to be reported under ESSA?
- Consider emphasis on schools/students at-risk [Running analyses based on various models will help with this.](#)
- Graduation rate could be used at high school without an academic progress measure [Lots of states are not reporting progress for high schools.](#)
- What will DOE report related to chronic absenteeism?

- Will academic achievement be reported by proficiency levels, average scale score, etc.? Proficiency levels are recommended to use as they are better understood by the public.
- Consider extend waiting period beyond one year to test ELs Maine DOE is looking at this a bit more closely. Initial looks suggest going two years.
- Consider testing ELs in native language This is a requirement that we are working on. We may ask for a waiver. Somali came up as the highest. Is it reasonable and effective to do this? This assumes students come to school with educational experience in their home language. Gathering information from the communities could help frame a waiver. Maine set at least 3% as the threshold and Somali is even under that.
- Consider writing until a threshold on ACCESS (e.g., level 3) No positive feedback about waiting; continues to be a part of the national conversation
- Check how other states are using SAT and CCR scores without a “double whammy” Peers felt it would be a “double whammy” without another measure.
- How many states use SAT scores in accountability system More and more are. Michigan is an example like Maine that used a college exam in the past. Jury seems to be out whether ACT is aligned to Maine’s College and Career Readiness Standards.
- Check to see about having different weightings for different accountability structures Connecticut had different point values. Each component results in a number of points which varies based on school type (ES, MS, HS, etc.)
- A sentiment was expressed for the minimizing of state testing metrics and maximizing of other academic/non-academic metrics
- Mobility data? Mobile kids
- Talking about combining funds among/between districts/schools, we can monitor mobile kids who go among a particular circuit of schools, to pool resources to reach these kids? (For example, kids who loop around Lewiston/Auburn/Poland/Oxford Hills—those kids can be identified as being “in that circuit” and flagged for combined support.)

### **School Supports**

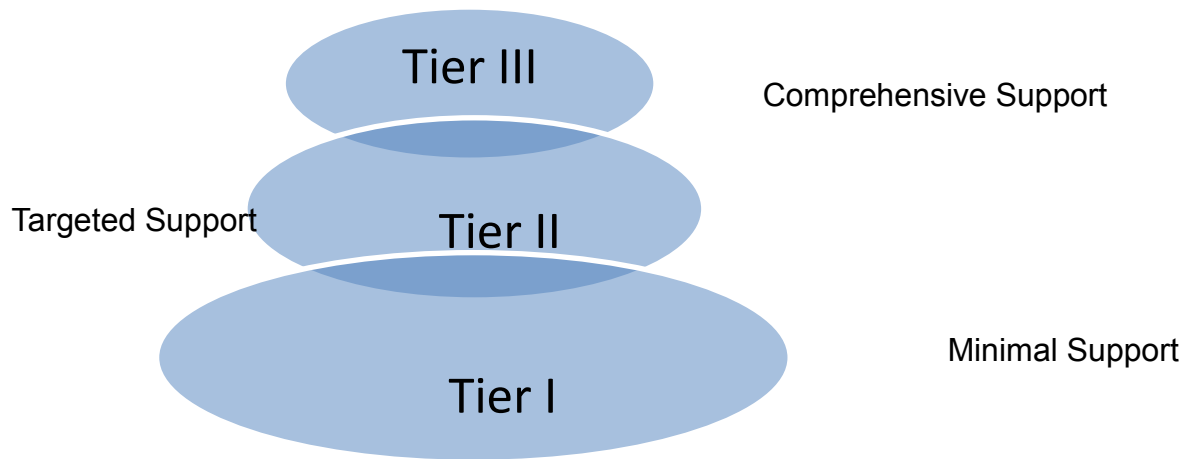
The School Support group agenda and goals were reviewed for the day along with highlights from previous session.

### **Goals for the day**

To have a tentative framework for the support of identified schools to include: differentiated professional and regional support to meet the unique needs of schools experiencing challenges.

An overview of current practice was provided along with graphic model





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#### Questions for consideration

- What are unintended consequences when funding ends and Coaches can no longer be provided?
- What funding can best help initiate positive change that can continue as funds disappear or reduce after 1-3 years?
- Should being provided school supports at various levels be optional or mandated for consistently underperforming schools or sub groups (targeted supports)?
- If a school feels they are already on track and do not need the money or additional supports, should supports and funding be flexible and possibly shifted to others more in need?
- Can schools become dependent on funding and does this inadvertently become a challenge regarding the sustainability of the work.

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At this point the large group broke up into two discussion groups, School and District Supports and Regional and State Supports. Both groups fleshed out possible supports at each of the intervention and support levels understanding that some supports may be provided at more than one level of tiered/differentiated support.

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Some notes from School and District discussion group.

Discussion around **exit criteria and support** included.....

One possibility was to require the use or continued use of Dirigo Star or a like tool after being identified...

The group suggested that... “once TARGETS are met then that should be an element of exit criteria

The group pondered, “Should some supports be mandated and others a choice?”  
Some members of the group felt that it might be best not ‘mandate’ but rather provide options and stay with a MENU of options.

Group started by looking at **Tier 1** supports reviewing the original brainstormed list from the first School Support group meeting.

- Menu of available supports (for all Tiers)
- Collective Resource Bank (Standards Based Report Cards, etc.)
- Technology provided PD (On-line, asynchronous, etc)
- Can Dirigo Star be modified to be used as self-assessment tool... or are there other tools that would support self-assessment processes
- Availability and training for Dirigo Star
- Need to focus on Curriculum and Instructional supports
- Data or Data Use training...

The group thought that Tier 1 supports might be accessed more remotely, on-line, and be more broad based and less costly in the delivery model to be able to meet the largest group.

Additional Tiers might be more intensive where more supports are needed. Regional support might also be ‘virtual’ in addition to the traditional face-to-face model.

## **Tier 2 - Building on the Tier 1 foundation**

- Administrative Assistance in utilizing funds and identifying priority supports
- Creation of Leadership teams focused on school improvement efforts with supportive PD (building and/or district) (Optional?)
- Some District support is critical (in house or guided by state supports)
- Beginning supports of direct coaching.... (Single identified coach with district? But also have the ability to match coaching expertise to specific needs as they arise.... HS issues versus K-2 expertise for example)
- All of the Tier 1 plus.... Expanded ‘menu’ of Tier 2 more intensive listed supports
- For these schools, possibility to pick a number of elements from Tier 2 list beyond Tier 1
- Move training of local coaches which is in Tier 3 to tier 2.

“we liked everything on here...” comment from one of this breakout participants.

### **Tier 3 - Building on Tiers 1 & 2**

- Flexibility of state supports (coaches can spend more or less time dependent on need).
- Increased collaborative relationship between school/district and state
- The group seemed to agree with other items in the Tier 3 brainstormed list.

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### **Other thoughts**

School and District group

Idea of a menu of options to best meet the schools need is “liked”

Agreed with the list of items listed in earlier meeting

Wanted choices to match school needs

Digital or online professional development

And state supports

#### **Tier 2**

Leadership team as an option rather than requirement (this based on the feeling that some schools simply cannot provide a viable leadership team due to small school size or lack of qualified or interested staff.

More on-site PD (embedded) and light coaching rather than just on-line

#### **Tier 3**

Increase in direct coaching

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State and Regional Group Report Out

Lots of constructive conversation before lunch

Hard time making ‘concrete’ suggestions

Mandatory –Dirigo star for Tiers 2 and 3 (optional at Tier 1)

### **At regional level**

PD, Things in Dirigo star that might help to drive the PD

Summer institutes - Job embedded PD

Train the trainers

Data supports

State support – Dirigo star(available and optional)

Tier 2

Transformation Leadership networks...

Awareness of programs that exist..... (e.g. - instructional practices)

Tier 3

Resource availability

Resource bank

Curriculum

Instructional support

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After reporting out the whole group focused on...

**How could schools exit the identifications of**

1. Targeted Support
2. Comprehensive Support?

Remember:

1. Must be consistent data over time
2. What other measures or mechanisms could inform a schools progress?

Part of the discussion focused on wanting to be able to watch a cohort of students over time....  
2<sup>nd</sup> – 3<sup>rd</sup> – 4<sup>th</sup> – 5<sup>th</sup> rather than 3<sup>rd</sup>, 3<sup>rd</sup>, 3<sup>rd</sup>

**Some suggested elements relative to ‘exiting’...**

Require the development of a Sustainability Plan

Include an Assessment piece (could be state or local... multiple measures and growth)

Use of possible ‘Portfolio’ of Success and Growth

Plan should show evidence of sustainability (e.g. funds in school or district budget to support continued PD, PLC efforts, etc.)

Still to be resolved... (is this for the accountability group?)

What would be an acceptable amount of growth?

Could growth be defined jointly by a school and Coach?

Is there a path that does not require growth from a state assessment?

Possible use of Action plan with local evidence of performance data, e.g. -NWEA

What about working out a plan with the coach.... Outline an improvement plan with the coach and then demonstrate at the end of the year the plan elements or outcomes have been met.

Comment from one group member: There needs to be some measure of accelerated growth to close gaps..... a way to outpace average growth.

What evidence can be asked for..... Growth criteria....

Should it be required that there is continued use of Dirigo star after exit?

Whatever caused schools to be identified... needs to be addressed...

Exit must have sustainability plan in place...

Sustainability plan should include multiple measures that can inform continued progress and the school's plan has to be designed to support continued growth.

**Some examples of elements that might represent or show evidence supporting an exit plan that demonstrates positive sustainability**

School or district budget that shows hiring of an instructional coach

Other budget items that show continued support for identified improvement efforts

When state data does not, or is not able to show growth, consider Local assessment data that shows growth and student progress

If internal data is showing growth, than this is option as an additional measure... (Goal of state wanting to see that the school is using data to inform practice)

Continued Non-negotiable state support through continued review of applications.....

**Consolidated Workgroup**

Consolidated Application Group reviewed the minutes from the last meeting and there were no additions.

**Feedback from peer reviewers:**

-Appreciated specific strategies for rural schools.

-Consider a mobility survey which may provide data on teacher movement. Members thought consideration could be given to this as a data indicator on the dashboard.

-Potential to discuss with Holly C. from MPA regarding the development of a teacher mobility.

\*(Kentucky may have a mobility survey that was used).

-Kentucky has a student engagement survey that they use it is called Elliot. Members would like to review the document.

-Data (Student Mobility & Staff Mobility)

- Consider which teachers to target for section 5. You could consider supporting public preschool to 3rd grade. Members felt this did not need to be considered at this time.

-Effectiveness ratings are part of the reporting mechanism.

-Using Title II teacher leadership academies. Members felt instructional coaching and instructional leadership should both be considered for Leadership professional development.

Members also liked the concept of the Innovative Summits, which is similar to some of the Ed camps that have been done in Maine.

Question - What is in NEO to determine what positions (Instructional Coaches) – Workgroup would like to see what the breakouts are for the positions that are listed in the NEO system.

Picking up on the Profiles concept articulated in the whole group session, discussion about how to make a profile of a Maine Graduate. Members suggested the Guiding Principles could very well be the profile of a Maine High School Graduate

(How do we measure these?) How are these measured?

Future Ready was also discussed (SEE FUTURE READY) Perhaps the two could be collapsed, integrated.

Workgroup reviewed the draft State Plan by section and provided some areas to refine.

**Next Meeting of the ESSA Advisory February 15, 2017 – Room 500**